

THE EFFECTS OF USING HAIKU POEMS ON STUDENTS' WRITING ABILITY
IN DESCRIPTIVE PARAGRAPH WRITING FOR EFL LEARNERS



MONRUEDEE SARNJAI

A Dissertation Submitted to University of Phayao
in Partial Fulfillment of the Requirements
for the Doctor of Philosophy Degree in English
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ลิขสิทธิ์เป็นของมหาวิทยาลัยพะเยา

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ABSTRACT

The purposes of the study were 1) to investigate the effects of using haiku poems on students' abilities to write descriptive paragraphs, 2) to compare the students' abilities to write descriptive paragraphs before and after being taught through haiku poems versus the teaching method in the teacher's manual, and 3) to explore the perceptions of students towards using haiku poems to improve their abilities to write descriptive paragraphs. The sample group consisted of 36 students of Mathayomsuksa 2 students in the second semester of academic year 2021 at Wattaitalad Municipal School, Uttaradit, and they were obtained by lottery simple random sampling. The participants were randomly assigned in the experimental group, taught to write through haiku poems, and the control group, receiving the teacher's manual of teaching writing. The research design was a quasi-experimental research. The research instruments included (1) a writing ability achievement test, (2) lesson plans using haiku poems, (3) a questionnaire and (4) a semi-structured interview. The quantitative data were analyzed by mean, standard deviation, independent t-test, percentage and paired t-test. The qualitative data from the semi-structured interview were analyzed using content analysis. The results of the research showed that: 1) The mean scores of the writing ability achievements post-tests (Mean = 15.00) of students in the experimental group were significantly higher than the mean scores of the pre-tests (Mean = 6.78). 2) The post-tests (92 mistakes, 25.56%) of students in experimental group for writing descriptive paragraphs displayed fewer language feature and aspect errors overall than the pre-tests (238 mistakes, 66.11%). 3) The post-test mean scores of students in the experimental group (Mean = 15.00) was higher than that of the control group (Mean = 12.17) with the statistical significance of the 0.05 level. 4) The overall mean scores of students' perceptions on learning descriptive paragraph writing through haiku poems were at the high level and the total mean score was 4.13 out of 5. The results from the semi-structured interviews also indicated that students thought learning haiku poems was beneficial for reducing language feature mistakes and enriching their vocabulary, encouraging creative skills, and improving their aesthetics in descriptive paragraph writing abilities.

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CHAPTER I

INTRODUCTION

Background of the study

The importance of English in the 21st Century

In the age of globalization, English has achieved worldwide significance and is regarded as one of the languages with the broadest potential for communication on a global status. Since the last several decades, there has been a significant increase in globalization, which necessitates cross-cultural and international communication. In the context of global communication, it is more crucial to acknowledge how the English language is constantly shifting from a foreign or second language into a global language (Rao, 2019). People can increase their knowledge and information gathering by being fluent in English. English is an important priority in globalization since it helps individuals acquire employment. English is significant skills that facilitates the ability to obtain a job and elevates the applicant's category to that of a qualified applicant, which will assist the applicant obtain a proper job and progress to a high position in both national and worldwide professions (Reddy, 2016).

In Thailand, the government has realized the importance of English and has attempted to promote English language education throughout the country. English is decided to be used as a foreign language or the lingua franca in schools and colleges to assist the younger generation to communicate whether for successfully communicating with others, achieving in school, acquiring knowledge, obtaining a career, or comprehending different cultures and how the global community should work (Nicholetti, 2015, Online). The Ministry of Education has simultaneously promoted English language proficiency and launched new initiatives to consider giving Thai students the necessary skills and knowledge to become independent learners in order to fulfill the requirements of the global economy and the growing local and national demand for English skills (Ministry of Education, 2008, Online). Thai school English curriculum, particularly English teaching and learning, need to be changed to better prepare students for the competitive world by providing them not just English proficiency but also current knowledge and professional skills that are in line with marketplace requirements. Each organization needs to change its educational management to keep up

with the changing world by implementing educational reforms. Furthermore, in order to cultivate the high potential of human resources, the Twelfth National Economic and Social Development Plan (2017–2021) aimed at providing human-centered development in all dimensions and at each stage of life. This involved the cultivation among Thais of good moral principles, ethics, critical thinking skills, creative thinking, discipline, well-being and public knowledge. Moreover, the strategy aimed to enhance the knowledge and skills of Thai people at every stage of life in order to enhance the future qualities of Thai citizens, especially the labor market skills required to survive in the 21st century (Office of the National Economic and Social Development Board (NESDB), 2016). Concerns about English communication being crucial 21st century ability have increased as a result of scientific improvement and technological change in a society that is changing quickly and learning how to face new challenges. In this globalized age, it plays an essential part in various contexts of transactions and interactions.

The Ministry of Education has provided the curriculum of English language teaching to prepare for new ideas and learning skills for the 21st century and to actualize these concepts in the classroom since the beginning of this century. The collection of competences identified as 21st century skills are crucial for careers and other aspects of daily life in addition to education (Casner-Lotto and Barrington, 2006). According to Ledward and Hirata (2011), skills of the 21st century are a combination of knowledge awareness, specific skills, experience, abilities in innovation, intelligence, media and technology skills and literacy required to be successful in work and life, including skills in critical thinking, problem solving, imagination, communication and collaboration. With this realization in mind, teachers, education specialists, and business leaders joined forces to style a framework to outline the competencies and, therefore, the skills 21st century students need to achieve success (<http://www.21stcentury-skills.org>). According to Cator (2010 as cited in Education Week), students should immediately develop specialized abilities for succeeding in a complicated, interconnected, and changing world. In order to survive in the 21st century, students must continually acquire new knowledge about their surroundings. The 21st century presents many challenges and opportunities for learning, especially when dealing with students for whom English could be a foreign language (ibid, p. 5). Their ability to achieve will be boosted by their understanding of English. Early

exposure to English is also beneficial for polishing and developing a strong comprehension of the language.

To prepare Thai students for the challenges of global competition, workplace and lifelong abilities in the digital era, the Ministry of Education (MOE) and the Office of the Basic Education Commission (OBEC) of Thailand have developed goals, criteria, and strategies for students to acquire knowledge from other areas and build relationships with communities around the world for exchanging knowledge in order to earn a livelihood in the 21st century (Ministry of Education, 2008). Thais' acquisition of English language proficiency and the development of 21st century skills were emphasized in the National Education Act of 1999 (B.E. 2542) and the Basic Education Core Curriculum of 2008 (B.E. 2551) as essential skills for Thai students (Zuber and Lynch, 2017). In addition, Thailand became a member of the ASEAN Economic Community (AEC) in 2015, adopting English as the main language of communication between its member countries. Thus, the Thai government is concerned about the potential of Thai people to comprehend English. It is intended that people can improve their personal development through skills, particularly communication, in order to fulfill the requirements of these global needs. With the intention of providing students with access to a greater variety of information through language, English has been taught as a foreign language. Over time, however, English has transformed into a need for society to communicate with the outside world. It is crucial to incorporate 21st century abilities into English language instruction. English is a worldwide language, therefore mastering it will help students respond to and handle the challenges of the in the 21st century (Shafiana, 2020).

Integrated English learning in the 21st century is very important to be carried out optimally, especially at the junior high school level. One of the skills among the four language skills learned in schools that has a major importance for students is writing. One of the most important abilities in the process of learning English is writing. L2 learners require the ability to convey their ideas clearly and interact with readers through written communication (Waelateh, et al., 2019).

The importance of writing

The most difficult skill for L2 learners is writing since it requires knowledge of grammar, vocabulary, and writing structure (Visser, 2017). Writing allows writers to represent their ideas, feelings, and cultural knowledge through a variety of writing strategies. Writing is a tool for expressing critical thinking, reasoning, discovery, creation, and sharing of ideas and knowledge (Gooden–Jones and Carrasquillo, 1998, Online). Therefore, one important goal of language instruction is the development of skilled writers.

Additionally, we are able to communicate to other people (Saddler, Ellis–Robinson, and Asaro–Saddler, 2018). Writing is also a good choice for effective and efficient communication, as illustrated by the use of business letters, emails, and crucial information in businesses. Therefore, communicating face–to–face does not have to require a lot of time. According to Sipayung (2016, p. 21), social relationships between the writer and the reader could be indirectly created through writing. Based on the justification provided, writing is an effective method of communication for both writers and readers.

The students' ability to write requires them to have an appropriate vocabulary and a comprehension of grammar. Grammar is essential, and students must comprehend that if their sentences are poorly constructed, their spelling is poor, or their punctuation is improper, others may not understand what they are writing (or saying). They are expected to be able to convey their ideas in writing through writing.

As mentioned earlier, writing is important for educational function. Therefore, writing has been taught at school in for English subject. There are many ways to express writing and one of them is through a text. In junior high schools, the curriculum demanded that students be able to write specific types of texts, including narrative, expository, argumentative, and descriptive texts (Kartika, 2019). These text types accomplish completely different purposes and demonstrate very different characteristics, and students can gain insight into how to produce them by studying the texts. However, one type of text that junior high school students could learn from these four writing styles is descriptive writing. Descriptive text learning aims to give students the ability to explain and describe their ideas about certain thing in written text. Through descriptive text, the students are able to give an explanation of something objectively (Artono, Masduki and Sukirman, 2008, p. 115).

The importance of descriptive writing

Regarding the descriptive essay, a descriptive text is one of the written texts that serves a social purpose by describing a particular person, location, item, or phenomenon using a set of characteristics (Knapp and Watkins, 2005, p. 97; Zemach and Rumisek, 2009, p. 25). In all learning areas, it is one of the most frequently encountered patterns. (Knapp and Watkins, 2005, p. 97).

From my perspective, creating a strong descriptive paragraph is fundamental and could be considered an appropriate area for L2 senior high school students to begin in order to enhance their writing abilities. Writing a described clearly or another type of written communication that L2 learners need to master, such as academic, career, or personal producing, can be facilitated by writing an effective descriptive paragraph (Brown and Abeywickrama, 2010). This point is also strongly supported by Barbara F. Clouse (2006) in that descriptive texts are one kind that would be utilized to express the writer's ideas and experiences so that the reader might associate with the writer. To engage the reader into a narrative is another goal of description. According to Boardman and Frydenberg (2008, pp. 18–20), a descriptive paragraph is particularly relevant to students since it provides a detailed explanation of their writing and enables them to visualize. As a result, writing a descriptive paragraph tends to assist the reader create mental images or other words. These images might be generated by sights, sounds, smells, tastes, or even emotions. It also facilitates in the comprehensive and organized composition of paragraphs and essays. According to Zahrowi (2009, Online, pp. 1–3), students must write descriptive paragraphs in order to apply the writing skills they have learned in a writing course to a variety of paragraph types. They must also combine careful observation with descriptive technique, which enables them to identify the more appropriate words if required. Typically, descriptive writing has been used to help authors generate a part of their work, such as writing a life history, developing a certain setting or describing an environment such that the reader creates realistic memories. Additionally, it can encourage the students' writing to be more interesting and detailed. Students are encouraged to employ more-sophisticated vocabulary. Since the implementation of the Foreign Language Program in 2008 (B.E. 2551), it can be established that descriptive learning has become more challenging than the other writing skills. It is

proposed that descriptive writing can be effective as one of the students' first learning exercises for its ability to focus on physical appearances, characteristics until qualities that make the students see or create a conceptual picture in their imaginations.

Teaching Descriptive Paragraph Writing in Thailand

Descriptive writing is included in the syllabus of the English reading and writing curriculum for junior high school and the OBEC has also made it one of the standard tests for students' achievement. According to the foreign language curriculum of 2008 (B.E. 2551), one purpose of junior high school writing instruction is to enable eighth students to compose a basic descriptive paragraph. Additionally, these compositions promote suitable expression for students' feelings and opinions concerning numerous topics, situations, activities, experiences, and concerns of relevance to society. Students must produce unique concepts, words, phrases, sentences, paragraphs and compositions. Along with grammar, pronunciation, content, conjunctions, word choices and sentence structures, students also need to acquire additional skills in order to construct meaningful paragraphs (Boardman and Frydenberg, 2008; Kurt and Atay, 2007). Students can write to explain themselves, daily routines, interactions, news and fascinating events in society. They should learn to write to share their perspectives on events, distinctive issues and interactions around them. They are also expected to keep in mind that the social function, structure, and language characteristics of the text are suitable for the context. Therefore, students should have the sufficient contextual information in their daily communication to produce brief and simple descriptive paragraphs about humans, animals and things. As a result, the teacher can assess the essential approach or strategy that can be used in the teaching of writing, especially the teaching of the writing in descriptive texts.

Based on an interview by the researcher with Uttaradit Municipality's English lecturers, it was found that students still struggle with writing, especially when it comes to creating descriptive paragraphs. Students' main issues are generating concepts, writing sentences relevant to the subject and choosing correct words because of inadequate vocabulary and knowledge of language rules. They additionally encounter issues in implementing the descriptive paragraph structure and confusion concerning the descriptive paragraph's generic structure. These issues could be caused by the students' content in

constructing the paragraph writing. The students also created some errors in their writing, both in terms of language features and generic structure. They had difficulties in developing a good generic structure and applying the language features, particularly in regards to tense. Moreover, they generally manufacture low-quality texts that are outlined by the shortage of grammaticality that encompasses the design of communication, less acceptable dictions that are unacceptable to their context, and incorrect mechanics within the type of mistreatment (Duangkamol Chuaisri, interviewee, 9th July 2019) In line with this, Ratre Pannipa (interviewee, 18th July 2019) expressed that the students' potential to create descriptive paragraphs was also limited because they face issues in creative expression because of the impact of emotional changes, intellectual life, high levels of stress, low effort, low interest, procrastination, and incomplete access to activities which can assist and advance effective creative writing. However, the main concern is that students require creativity to provide a written product and this contributes to the above-mentioned negative factors being activated. Sukonthaya Pinpan (interviewee, 5th August 2019) declared that due to their field of work, instructors have developed a procedure of evaluating students' writing for obvious errors. They provide feedback to the students relating to writing system and punctuation, rather than students' creativity and this does little to facilitate to boost students' inventive writing ability. It makes students hesitate and lose confidence in their writing abilities because of a focus on surface errors and punctuation markers. Additionally, some teachers lack proper information and are unable to suggest sensible concepts to put in writing inventively, and also use completely different strategies and techniques to involve the students in creative writing.

In the researcher's experience in teaching descriptive paragraph writing, students frequently encounter certain obstacles which require guidance from their teachers to surmount. First, students lack tasks and motivation which could contribute to the advance of their creative thinking in writing. They face issues in exploiting their imaginations and creating innovative ideas in writing. Second, the issue of organizing the principles for a descriptive text is underdeveloped in most students. Several main topics are often written in one paragraph by some students, showing that the concept of the paragraph to isolate ideas is still unspecified. A paragraph requires a coherent point; it intends a reasonable sequence or

organization. Students should be required to structure their reflections into reasonable paragraphs in order to make their writing understandable. In order to write a descriptive essay, students must learn to structure their concepts by characterizing the particular topic and presenting the topic details. Third, students find the experiencing difficulties with writing mechanism. The students struggled with mechanics because they were confused how to write a word's spelling, and they also had trouble with punctuation, particularly with the apostrophe and direct quotation. The students' errors in spelling and grammar prevented them from writing with higher quality. Fourth, there seems to be a lack of vocabulary and time for students to improve their creative writing skills. As a result, all composition courses are taught to the students as preparation, and one of the problems is that students believe that spending a long time to write a composition is a sign of failure. In addition, a lack of vocabulary creates difficulty in the development of their ideas and students are unsure about selecting the right words when composing descriptive texts. Juzwiak (2012) demonstrated that the problematic aspects in students' paragraph writing were inadequate topic sentences, insufficient supporting details, and weakly related illustrations. A topic sentence isn't successful if it lacks an effective corporate conception, raises a problem, makes an announcement, or can be a fragment. The guidance points aren't efficient because the author removes essential keywords, switches keywords and applies different inaccurate details to them and integrates them with the relevant examples. The connected examples aren't applicable as they're not addressed one at a time, lack delicate intermediate phrases and haven't any distinctive descriptions to form them energetic and convincing. In the same way, a report conducted by the Educational Testing Organization (2016, Online) for Mathayomsuksa 2 students revealed that the students could speak and write to express opinions about activities or various matters around them and experience; as well as provide brief justifications was lower than the Education Ministry's writing standard according to criteria at 22.92 (Standard F 1.3 Indicators 2/3). The average writing scores of the students at Wattaitalad Municipal School continue to be below that level. Only 46 students (38.02 percent) provided a score above the standard and 75 students (61.98 percent) received a score below the standard on data collected through writing examination. The researcher concludes from the results of

the above criterion that only a few students can maintain an excellent score and most of them still have underdeveloped skills.

According to mentioned studies, writing descriptive paragraph of Thai students is still unsuccessful. Various factors, including inadequate or uninspiring instructional techniques implemented in writing programs, may contribute to the less successful writing output. Additionally, the pedagogy within the teaching system does not also promote maximum interaction among students. Classroom teachers have frequently used direct instruction method and traditional classroom arrangement which negatively affect the learning achievement of students and cause insufficiency of some vital skills students need to possess in this very demanding knowledge-based learning. Another reason for students' writing skills are lacking is because writing assignments were not being given to them step-by-step in accordance with how one studies to write, or the writing process in pre-writing, while writing, post writing and writing assessment. However, the researcher discovered that the majority of students lacked ideas on what to describe on a particular topic while assessing descriptive paragraphs written by eighth-grade students in the second semester of the 2021 academic year. They have difficulty writing in English because of their insufficient linguistic skills, which includes vocabulary, grammar, content, and concepts. These problems turn out to be a challenging factor to researcher to clarify these problems of descriptive paragraph writing.

To deal with these challenges, it is essential to integrate relevant writing strategy, implement innovations in the classroom, establish writing environments where students can freely express their creativity, and empower students to develop writing abilities they will use throughout their lives (Okur and Göçen, 2019). As a result, emphasis must be placed on teaching writing skills in schools in order to inspire students to be motivated to write. Lecturers should give students remarkable strategies to boost their descriptive writing skills and reduce their difficulties. Students must be encouraged to learn to write in order to improve their confidence and fluency in writing. Since it is still difficult for students to compose serious and determined writing assignments, easier writing activities are needed to arouse students' interest in writing without putting them under undue pressure. Tribble (1996, p. 130) also states that most lecturers recommend that students should learn to write down and communicate to others their ideas, emotions, and opinions. In fact, in improving their

teaching–learning process, the teacher should provide an honest environment, enhance the writing skills of their students, and pay attention to their pupils, which will enable the students to enhance the vocabulary, concepts, and frameworks within their texts. Idealistically, L2 learners should be given the chance to write as student writers depending on their expressive requirements, allowing authentic, meaningful, and personal expression to be at the core of literacy education. As Hanauer (2012) refers to this method as meaningful literacy; it provides an emotional and embodied experience in addition to being a cognitive process, as compared to a pedagogical strategy that overwhelms language learners with structural, linguistic, and cognitive terminology.

Writing poetry is one of the most effective pedagogical strategies for teaching meaningful literacy (Chamcharatsri, 2013; Hanauer, 2012; Iida, 2012). Poems also address universal themes and human concerns; as a result, they provide students with the opportunity to express their feelings and emotions, which encourages personal involvement in writing assignments, an important component of learning a foreign language (Heath, 1996).

The importance of poetry writing in EFL Context

A poem is a piece of writing with beautifully and rhythmically composed words (Mittal, 2014). Hanauer (2004) defined poetry in particular as a literary text that expresses the writer's experiences, ideas, and emotions via the use of language in which both the writer and reader may utilize to achieve a meaningful comprehension of the work. Poetry, to define it simply, is creative writing that uses beautiful and rhythmic arrangements to describe events, thoughts, and feelings. Research has shown that incorporating poetry into writing instruction provides multifaceted benefits. According to Widodo, Budi, and Wijayanti (2016), composing poetry can inspire L2 students to express their thoughts and feelings both emotionally and cognitively. Similar to this, Hansen (2011) and Brian (2008) suggested that poetry's language contributes to students' emotional development by enabling them to engage in complex thought and establish contacts to their own experience.

The inclusion of poetry writing in instructional practice is considered to be useful for the students in the EFL context (Hanauer, 2001). Poems can be used as a resource for reading material that is content–rich, as an indication of creative language in use, as a

technique to introduce vocabulary in context, and as a method to draw students' attention to English pronunciation, rhythm, and intonation (Kellem, 2009).

EFL teachers must be conscious of the strategies used to teach English through poetry writing in order to utilize its benefits. Haiku, according to Biley and Champney-Smith (2003), can be utilized to examine emotional and practical difficulties relating to therapeutic practice, enhance sensitivity, and serve as a means for shared emotions as part of a critically reflective process. Haiku have also been taught as creative writing, according to Gair (2012), to facilitate transformational learning and the use of art in practice while simultaneously fostering empathy in the classroom. Haiku has also been employed as an artistic technique in human and social research to translate and evaluate data in order to express the intensity, depth, and diversity of participants' emotions, participation, and experiences (Prendergast, Leggo and Sameshima, 2009, Online).

Benefits of haiku poems on skills practiced

Haiku as a Japanese traditional model of poetry is worth to try in EFL classroom: Haiku originally means "beginning verse". It has simple pattern of a tercet (Simons, 2015, p. 8). Haiku composition presents a persuasive argument for itself as a practical tool for improving descriptive writing abilities. These poems can be used in an EFL classroom to encourage students' creative writing and to stimulate them to think critically, and promote both emotional intelligence and psychological abilities. Haiku, a form of frameless verse used in Japanese poetry, has a three-line structure that alternates between 5, 7, and 5 syllables per line. This form of poetry can be employed to encourage students to become better writers. A haiku emphasizes mental imagery, typically of landscapes, seasons, and therefore the time of day. More importantly, by using students' actual experiences as the framework for their haiku, teaching L2 haiku poetry writing will enable EFL students to better convey their thoughts, feelings, and sense of self-awareness (Iida, 2016b; McIlroy, et al., 2015).

The special characteristic of a haiku poem is that a haiku contains normal rhetoric and may be related to a specific season. It additionally refers to cutting words that prompt reflection by dividing the poem into 2 parts; this creates a creative distance, though each section remains, to some extent, independent of every alternative (Toyomasu, 2001, Online).

Haiku poetry emphasizes some essential elements of effective communication, including the value of expressing “self,” articulating emotions and thoughts, and creating a “voice” for a specific audience. Similarly, a basic understanding of a haiku, according to Higginson and Harter (1985), will make us feel one certain sensation and show us what is happening. Haiku shouldn't only be word sketches but also contain something meaningful and insightful. Haiku often omits usual grammatical characteristics, such as complete sentences and complicated verb endings. Complete sentences might or might not occur; articles and prepositions ought to be used sparingly, however not artificially omitted. As Hanauer (2012, p. 88) mentioned, reading associated writing poetry is an approach that promotes literacy activities as a method of exploring the connection between internal and external worlds of the individual. Therefore, writing haiku is an effective way for L2 writers to establish a crucial sense of voice, audience, and critical awareness of social realities. From this viewpoint, haiku could be literature for writers to improve their personalities in prose, and its character is related to communicatory writing functions.

Previous studies (Hanauer, 2012; Iida, 2016; Pollack and Korol, 2013; Lee, 2014) found that using haiku poems can enhance writing skills. L2 haiku poetry embraces flexibility and adaptability as a type of creative literature. However, the utmost significance of L2 haiku poetry should be recognized in its position as a pedagogical means of functional literacy instruction (Hanauer, 2012; Iida, 2016) through which L2 learners can understand, perceive, feel and express themselves and their personal meaningful understandings through linguistic expression within social settings. Everything makes up the learner's awareness and comprehension, including personality issues and self-perception (Hanauer, 2012, p. 108). For instance, in ESL poetry writing research, Pollack and Korol (2013) analyzed student-created haiku and detected indications of critical thinking. Iida (2011) discovered that the learners recognized the advantages of poetry writing in terms of vocabulary enrichment, personal expression, and improvement of literacy skills as a significant method for improving descriptive writing abilities in a foreign language. Lee (2014) explains that haiku writing can be beneficial in context. Firstly, by attempting to communicate their feelings within the limitations of a particular literary form, learners can explore their language; by doing so, they can figure out whether or not their linguistic consciousness is able to communicate

their thoughts and feelings. Secondly, learners can integrate and improve their language through the creative method of intending to extend their language restrictions. Thirdly, although poetry relies on the appropriateness of the selected words and phrases, learners should consider in the structure of the language given, and consciously focus on it. Furthermore, a further value is that it would be easier to recognize the new vocabulary created by the learners in their haiku, and this could benefit with the implementation. It is also a useful way for writers to amuse readers, and it heightens the quality of haiku. Haiku is a type of short poetry that has the potential to summarize information and emphasize its relevance. This ability was demonstrated by the students during the activity. Finally, haiku could not require specific abilities for the faculty or students and can be incorporated into several different clinical or classroom environments. Results of English Project Work under the topic “Learning with English Haiku” at Wattaitalad Municipal School, for which the researcher was an advisor, also revealed progress in students’ English writing and their creative thinking through composing haiku poems (Wattaitalad Report, 2018). Students who participated represented Uttaradit Municipality and won first prize in the contest of Foreign Language Projects in the northern region of Thailand.

In this way, previous studies on L2 haiku writing have revealed that haiku writing was an effective literacy and reflective practice and also illustrated the expressive abilities of EFL writers to communicate personal life stories and freely express their feelings, experiences and creative thinking. With all these characteristics, second–language haiku writing can improve language learning by helping students explore effective linguistic forms and cultivate an approach to respond their thoughts and emotions. Furthermore, poetry’s value incorporates many aspects of language learning, from linguistic awareness and vocabulary expansion to inspiration and self–expression. Overall, poetry writing activities, especially haiku writing, should be regarded as valuable tools for the creation of communicative competence. The researcher was directly involved in carrying out research on the processes of teaching and learning through haiku poetry for descriptive paragraph writing and in identifying challenges encountered by both teachers and students

Methodological gaps in research into using haiku for descriptive paragraph writing

Previous studies found methods to enhance students' abilities to write descriptive paragraphs through the use of a picture series-aided learning strategy, picture description, peer assessment and the guided question and answer technique, but very few studies have focused on using poetry to help teachers overcome the students' problems in writing descriptive text and create interesting and enjoyable learning activities. At the same time, previous research on haiku poem writing has addressed the impact of writing poems on the literacy of EFL learners and has examined the potential of haiku pedagogy as a way of creating and expressing voice in the writing classroom.

From the perspective of EFL writing, the concept of using haiku in descriptive paragraph writing should be well taught and continuously practiced in order to determine whether or not junior high school students have acquired improved skills. However, there are still some issues left for further investigation. In order to fill some gaps of the existing body of research on using haiku in descriptive paragraph writing, the current research is essential to evaluate the effects of using haiku poems on the descriptive paragraph writing abilities of students. Clarifying the beneficial influence of writing haiku poems on EFL learning with some empirical evidence will contribute to the extension of voice and creative features as well as the perceptions of teacher roles and student roles in enhancing descriptive paragraph learning.

Firstly, one of the important issues left for research on haiku poems is a lack of empirical evidence focused on voice and creative features of this current concern in EFL students' descriptive paragraph written products. There has been very little research examining haiku in EFL students' descriptive written products in the EFL context. The use of poetry in language acquisition, according to Hall (2005); Hanauer (2012); Iida (2012), has not been sufficiently studied, especially in comparison to other aspects of the discipline. The effects of practicing haiku composing on ESL/EFL academic literacy in terms of vocabulary acquisition, personal expression, and progress of literacy abilities has rarely been systematically examined (Iida, 2011). There is also a necessity more research on the integrated strategy of using literature in L2 composition classrooms for reading and composing literary materials

(Hirvela, 2005). As a response, this dissertation study aims to investigate the effects of using haiku poems on students' abilities to write descriptive paragraphs for this study. Haiku writing could be beneficial for learners to establish descriptive paragraph writing by attempting to describe their thoughts and feelings within the requirements of a simple literary format and a creative awareness of international contexts. Moreover it will be easier to recognize the learners have already generated in their haiku, and accommodated their learning in English writing by taking its simple pattern and structure. In order to encourage empathy in the classroom, facilitate transformational learning, and the application of art in practice, haiku have also been taught as creative writing (Gair, 2012). Similar to how opening a window to the world and entering a world of globalization and opportunity would help our students, writing with voice will also enable them to express their experiences, lives, cultures, and current events via their writing (Zhao, 2016). For this reason, it is beneficial to introduce and educate the concept of voice and creative characteristics in writing lessons while composing descriptive haiku compositions.

Secondly, one of the open issues regarding descriptive paragraphs is based on the recent studies (Ariye, 2014, Online; Rojijyah, 2017; Tshering, 2015) published in the well-known academic journal, the *Journal of Second Language Writing*. Researchers have investigated and identified the extent to which learners are able to compose descriptive paragraphs appropriate to their levels of language knowledge. However, few studies have addressed learners' perceptions of teacher roles and student roles in enhancing descriptive paragraph learning using poems beyond the school context. Therefore, students' satisfaction for using haiku poetry should be taken into consideration while writing descriptive paragraphs with various levels of learner-related factors which influence the activity. They can thereby address their satisfaction to demonstrate their perspective towards using descriptive paragraphs in haiku poetry.

Descriptive Paragraph Writing Strategies through Haiku Poems

This research will study the impacts of teaching students haiku poems on their potential for writing descriptive paragraphs by following integrative approaches in teaching descriptive writing which are Sensory Details, Figurative Language, and Vivid Words (SFV) Model (Spencer, 2005), Pick List Evaluate Activate Supply End (PLEASE) Strategy (Graham, Harris and Mason, 2007), Four Square Writing (FSWM) Method (Gould and Gould, 2010) and Draw Label Caption (DLC) technique (Peha, 2003). These models are introduced because they offer EFL learners the most comprehensive explanations of descriptive writing techniques. In writing descriptive essays, SFV (Spencer, 2005) provided the most detailed description of descriptive writing strategies for EFL learners. The students' writing has improved as a result of their increased ability to organize their writing, develop with concepts, and use sensory elements, vivid language, and figurative language. Similarly, Graham, Harris and Mason (2007) mention that PLEASE is one of the visualization techniques that establish a framework for students to write a paragraph and use it as a management strategy in writing paragraphs to solve problems. The PLEASE strategy can enhance the writing skills of students, especially in writing paragraphs. This approach encourages students to begin writing and enables them to compose descriptive text step by step before they finish writing. Students should also be aware of the reader for their writing to choose suitable topics before implementing the PLEASE technique and starting to gather details or knowledge on what they will write and then writing.

According to Gould and Evan (2010), FSWM Method is one of the methods offered in writing teaching that enables learners to arrange, organize knowledge and concepts, and facilitate learning about relationships between concepts before they start writing (Robinson, et al, 2006). This approach to teaching writing is adaptable to all grade levels and content areas. It is a technique to develop writing skills for any subject or grade. Understanding the topic and sub–topic concepts is required when producing descriptive text using FSWM. It is the procedures that may increase students' comprehension of how to produce their writing in the appropriate structure, and this approach can be used for cooperative learning activities. In other words, throughout every form of genre text, this technique can help students generate their concepts. Furthermore, Peha (2003) claimed

that DLC technique helps student to more focus to the topic of writing. This approach will assist students in their writing instruction and teach them another technique to start developing a prewriting concept into a text. Furthermore, this approach will enable the students communicate their thoughts clearly since it includes specific stages for them to follow in order to write an effective descriptive text and increase their motivation, attentiveness, and participation in the learning process.

Based on the review of the existing literature on the advantages of using SFV Model, PLEASE Strategy, FSWM Method and DLC technique in teaching descriptive writing, the present study was carried out to investigate how learning strategies improve writing ability. The researcher frequently employs a special technique while instructing students on how to write descriptive paragraphs in order to achieve high levels of student proficiency and uses strategies that employ haiku poems. Some crucial L2 learning ideas are included in these approaches. Student-centeredness is one concept. With this concept, the focus of the writing process is on the students. It provides students with the opportunity to select topics, conduct research, produce texts, and create final products by helping them to plan and organize their work. Slavin (1994, p. 2) asserts that the significance of descriptive paragraph writing also contributes to cooperative learning, in which students collaborate in small groups to help each other understand instructional material. Students are supposed to encourage each other in cooperative classes, to debate and disagree with each other, to evaluate each other's existing knowledge of and to fill in each other's gaps in learning. It can be shown that this focus has positive effects on language learners, especially in the development of their descriptive paragraph writing skills. It is suggested that this activity will discuss how social interaction contributes to understanding and providing information on content, and may be used to develop a more successful approach of developing the students' writing skills.

For these reasons, it is expected that haiku poems can be helpful in developing descriptive writing abilities for Mathayomsuksa 2 students. These students will actively participate in more-effective lessons with appropriate techniques that can empower them to improve their writing. More specifically, the results of this study are expected to be beneficial for both teachers and students in other writing classes to accomplish improved

results in generating pieces of writing. Thus, this study attempts to investigate the effects of using haiku poems and find out the students' perception towards using haiku poems to improve their abilities to write descriptive paragraphs.

Objectives of the study

The purpose of the study was to investigate the effects of using haiku poems to improve students' abilities in descriptive paragraphs writing. Therefore, the following objectives were set:

1. To investigate the effects of using haiku poems on students' abilities to write descriptive paragraphs.
2. To compare the students' abilities to write descriptive paragraphs before and after being taught through haiku poems versus the teaching method in the teacher's manual.
3. To explore the perceptions of students towards using haiku poems to improve their abilities to write descriptive paragraphs.

Research questions

Based on these considerations, three questions regarding the effects of using haiku poems on students' abilities to write descriptive paragraphs were targeted in this research. These were as follows:

1. What are the effects of using haiku poems on students' abilities to write descriptive paragraphs?
2. What are the differences of the students' abilities to write descriptive paragraphs before and after being taught through haiku poems versus the teaching method in the teacher's manual?
3. What are the students' perceptions towards using haiku poems to improve their abilities to write descriptive paragraphs?

Scope and limitations of the study

1. Scope of the population and sample group

1.1 Population: The population for this study included Mathayomsuksa 2 students enrolled in English classes at Wattaitalad Municipal School, Uttaradit Municipality, Uttaradit province in the 2nd semester of the 2021 academic year. The total number of students enrolled in English classes was 121.

1.2 The sample group: The sample group was obtained by using purposive sampling from Mathayomsuksa 2 students enrolled in the 16-hour English Reading and Writing course during the second semester of the 2021 academic year. Thus, the findings of the present study cannot be generalized to other learners in a different context in other regions of Thailand. The sample for the study consisted of 36 students determined through a lottery simple random sampling. They were divided into two groups: experimental and control (18 students in each group).

2. Scope of the contents

This research aimed to investigate the effects of using haiku poems on students' abilities to write descriptive paragraphs and to explore the students' perceptions toward using haiku poems in learning descriptive paragraph writing. Since motivation was an important factor for learners to improve their descriptive paragraph writing, the researcher tried to use haiku poems that would interest the participants. According to the "Foreign Language" Fundamental Curriculum of 2008 (Ministry of Education, 2008), learners should have good attitudes toward the target language and be able to use the language to communicate and search for information and knowledge outside of the classroom. Hence, the researcher thought of both objectives for developing skills for English communication focusing on writing and writing topics from various textbooks and lists that might interest the participants. The topics chosen to be included in the needs analysis questionnaire and related to the foreign language curriculum were as follows: daily routines, traveling, technology, shopping, local culture and environment. An item questionnaire was given to find the students' topics of interest before implementing the research. Questionnaires and semi-structured interviews were used to gather the students' opinions about the perceived advantages and disadvantages of studying haiku poems on descriptive paragraph writing.

3. Scope of setting

The study was conducted in Wattaitalad Municipal School, Uttaradit Municipality, Uttaradit Province.

4. Scope of timing

The duration of the experiment was 8 weeks, 2 hours per week, with 16 hours in total during the second semester of the 2021 academic year.

Definitions of key terms

While research on the effects of using haiku poems on EFL learners' abilities to write descriptive paragraphs is generally clear, some of the key words used in the present study must be defined in order to prevent confusion. In this section, there were five key terms that need to be defined: haiku poems, writing descriptive paragraphs, teacher's manual, writing ability, creative writing ability, and EFL learners.

Haiku poems refer to poems of seventeen syllables written in three lines of five, seven, and five syllables and without too much explanation. Haiku poems are defined as transformation of a text, developing English linguistic awareness and language acquisition. The haiku poems list the descriptive words in context; provide the students with a creative and emotionally favorable environment in which to foster their daily routines, traveling, technology, shopping, local culture, and environment on a text. The present study aimed to focus on the English haiku poems and haiku poems written by researcher for enhance descriptive paragraph writing.

Descriptive Paragraph Writing refers to writing descriptive paragraphs consisting of introduction, body (identification and description) and conclusion supporting the main point of the writing. Descriptive paragraph writing was developed through the model of teaching and learning approach following the four stages, which are Preparing for Pre-writing (P), Acquisition Whilst Writing (A), Practicing for Post-writing (P) and Assessing for Writing Outcome (A). The writing proficiency is evaluated by five major areas, which are content, organization/structure, word choice, style, and mechanics. The topics details described in the present study including daily routines, traveling, technology, shopping, local culture, and environment.

Teacher's manual is a guide book designed mainly based on the requirements of The Basic Education Core Curriculum B.E. 2551 (A.D. 2008). It includes lesson plans for teaching English reading and writing in contexts such as everyday life, travel, technology, shopping, local culture, and the environment. It includes lesson plans for students learning descriptive paragraph writing at various levels of skill and in a variety of situations. It includes writing ability achievement tests (pre-test and post-test), activities which teachers can adapt to their own diverse educational contexts, games which let students engage fun while learning, and activities for improving the skill of writing a descriptive paragraph on their own, in pairs, and in groups.

Writing Ability refers the students' ability to write descriptive paragraphs in English correctly and appropriately. The students have to write at least 100–150 words that include an introduction, body, and conclusion individually. The ability to write covers the correct use of content (topic and details), organization/structure (identification and description), creative writing (ideas), and understanding of haiku poem (voice, audience, nature, and human mind), linguistic feature (spelling, punctuation, capitalization, concrete language and literacy devices). It is particular skills that allow students to express their feelings into words in a coherent way and communicate with the message mentally.

EFL learners refer to the 36 Mathayomsuksa 2 students at Wattaitalad Municipal School, Uttaradit Province, who took the English Reading and Writing (E 22201) course in the 2021 academic year.

Conceptual framework

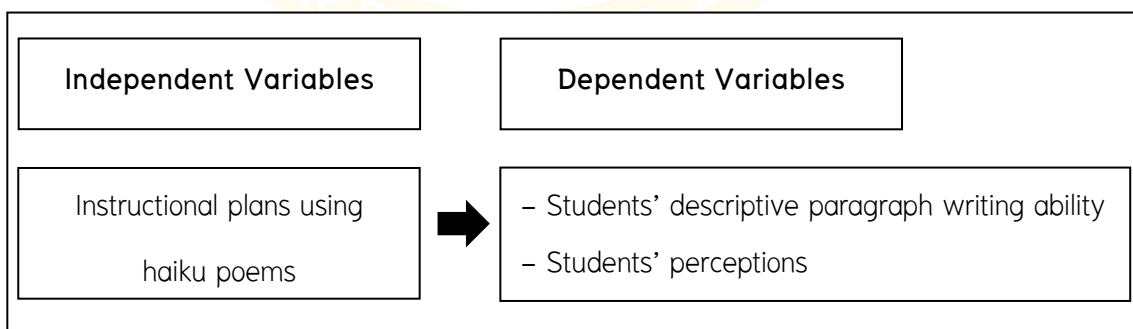


Figure 1 Conceptual framework

The conceptual framework of the present study began with selecting the approach for developing students' descriptive paragraph writing ability. In this study, haiku poems were adopted as a tool for learning. The researcher used haiku poems to teach Mathayomsuksa 2 students how to write descriptive paragraphs. The adopted approach had some effects on the students' descriptive paragraph writing ability and perceptions towards the intended approach. The findings from this study will provide recommendations for fostering writing proficiency in Thai EFL students and enhancing Thai EFL teachers' instruction quality.

The significance of the study

This research was conducted in order to assess the effects of using haiku poems on students' abilities to write descriptive paragraphs and compare the students' writing abilities before and after being taught through haiku poems versus the teaching method in the teacher's manual. The study also intended to explore the perceptions of students towards using haiku poems to improve their abilities to write descriptive paragraphs. Due to the fact that there are so many difficult issues in the context of Thai EFL learning, the results obtained from this study will provide information about the four main stages of the writing process, pre-writing, whilst writing, post-writing, and writing assessment and about the real difficulties faced by the students while writing descriptive paragraphs in English. For students and writing teachers alike, this knowledge may be beneficial and in a variety of ways. The results will contribute in the four domains as follows:

1. Awareness of self-expression

The findings of the research will reveal that using haiku poems has higher effects on students' abilities to write descriptive paragraphs. It could be beneficial to encourage EFL learners a greater awareness of expressing themselves and presenting an identifiable voice in haiku. It includes teaching students how to articulate ideas and emotions concisely and clearly, making them aware of how meaning is constructed to express emotions, observing how they express themselves, and cultivating their writing voice.

2. Theories and relevant literature

The findings of this study could also be seen, in the context of EFL, as a framework for writing teachers, course creators and researchers to create writing instruction materials.

Theoretically, the findings of this study are intended to distribute and encourage the theories and relevant literature of implementation theory focused on the problems of using haiku poems as media in teaching descriptive text writing. First producing some simple haiku poems about thing, animals, and people it can guide students into writing descriptive paragraphs. Moreover, it is assumed that the results of this study could be used as indications that the paragraph scoring rubric was an active form that can be a very effective method for examining descriptive paragraph writing.

3. Motivation

The research findings have the potential to increase the positive motivation of students towards using haiku poems, particularly in descriptive paragraph writing. In addition, students can appreciate the use of language features and learn to classify an object's characteristics. In terms of self-expression, vocabulary, audience awareness, and adaptability to various genres, writing haiku is acknowledged as a valuable task.

4. Communicative Competence

Haiku poems are utilized to enable learners how individuals casually and regularly use language to talk about and accomplish using haiku, including describe, report, or account for actions. The research also reveals that haiku poems have been used in human and social research as an aesthetic technique to translate and evaluate data in order to express the intensity, depth, and variety of participants' emotions, participation, and experiences.

In conclusion, Chapter I presented the outline of the present study. It began with the background of the study, followed by describing methods of addressing the challenges students face in English writing by using haiku for learning descriptive paragraph writing. Following this, statement of the problem, the methodological gaps, objectives of the study and research questions, scope and limitations of the study, the definitions of key terms and significance of the study were discussed. In order to provide more evidence, Chapter II will review the literature on using haiku poems for descriptive paragraph writing instruction in the EFL context and related research.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

This study investigates the effects of using haiku poems on students' abilities to write descriptive paragraphs, compares the students' abilities to write descriptive paragraphs before and after being taught by haiku poems versus the teaching method in the teacher's manual and explores the students' perceptions towards using haiku poems to improve their abilities to write descriptive paragraphs. This chapter will provide a critical overview of the related theory and literature that is relevant to the current research. Discussions will be given at the end of every section to provide the reasons for adopting this literature. The literature review encompasses the following sub-sections:

1. Basic Education Core Curriculum B.E. 2551 (A.D. 2008);
Foreign language curriculum
2. The concept of writing
 - 2.1 Definition of writing
 - 2.2 Purpose of writing
 - 2.3 Reason for teaching writing
 - 2.4 Writing characteristics
 - 2.5 Writing components
 - 2.6 Writing process
 - 2.7 Writing assessment
3. The concept of a paragraph
 - 3.1. Definition of a paragraph
 - 3.2 Components of a paragraph
 - 3.3 Types of paragraphs
4. The concept of a descriptive paragraph
 - 4.1 Definition of a descriptive paragraph
 - 4.2 Descriptive paragraph types
 - 4.3 Characteristic of descriptive paragraphs

- 4.4 Theoretical and pedagogical background of language learning strategies for descriptive paragraphs
- 4.5 Descriptive writing strategies
- 4.6 The role of the process-based approach on EFL descriptive paragraph writing
- 4.7 Factors influencing students' descriptive paragraph writing abilities
- 5. The concept of literature
 - 5.1 Definition of literature
 - 5.2 Advantage of using literature in the language classroom
 - 5.3 Poetry
 - 5.4 Poetry writing as expressive and creative pedagogy
 - 5.5 Approaches and models for teaching poetry in the language classroom
 - 5.6 Poetry in creative writing
- 6. The concept of haiku poetry
 - 6.1 Haiku in the writing classroom
 - 6.2 Theoretical and pedagogical background of haiku
 - 6.3 Teaching haiku composition
 - 6.4 Assessment tools for haiku poetry
 - 6.5 The benefits of students writing haikus
- 7. Related research and studies
 - 7.1 Studies in descriptive paragraphs
 - 7.2 Studies in haiku

Basic Education Core Curriculum B.E. 2551 (A.D. 2008)

Foreign language curriculum

The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) of Thailand will be discussed in the following sections with reference to the foreign language learning content, which is primarily focused on the English language. Although English is still being used in Thailand as a foreign language, it has played a significant role for more than a century in Thai education. A variety of methods for how to teach English as a foreign language (EFL) have been investigated, such as ideas for language skills to teach and how to use the

language, the learning environment, content and resource gathering, and evaluation requirements (Graddol, 2006). Since the beginning of English language instruction, these problems have been a significant cause of concern in Thailand's education system.

Foreign languages empower learners to participate in the complexity of cultures and perspectives, friendships and cooperation with people from various nations in the international community. They contribute to understanding of the self and others by developing learners. Languages, cultures, traditions, thinking, community, economy, governance, and administration are all necessary information and Languages justify learners for the learners. They will be able to communicate in foreign languages, as well as have easier and more widespread access to knowledge systems, and gain a vision to guide their lives.

According to Prior (2011), the government documents examined are valuable tools providing strategy and purpose statements whose contents may be used as evidence to include government goals and objectives. The learning area aimed to assist learners develop a positive attitude toward mastering foreign languages, the capacity to utilize foreign languages for communication in a variety of contexts, the acquisition of knowledge, participation in a livelihood, and advanced degrees of education. The ability to creatively communicate Thai concepts and culture to a global audience will result from learners having knowledge of and an awareness of the stories and cultural variety of the international community. According to the Office of the Basic Education Commission (2008, pp. 252–253) the main contents include:

First of all, communicative in a foreign language includes listening, speaking, reading and writing; sharing data and knowledge; communicating feelings and opinions; translating; presenting data, principles and opinions on different topics; and properly establishing interpersonal relationships (OBEC, 2008, p. 267). As a result, the expected standards that should be achieved are: 1) an appreciation of the potential for analyzing what has been learned and read from different types of media, as well as the opportunity to communicate viewpoints with good reason; 2) language communication abilities for effectively exchanging data, productive speech, and opinions; and 3) speaking and writing to present data, ideas, and views on various topics.

Secondly, language and culture use of foreign languages harmonious with native speakers' cultures; partnerships, similarities, and distinctions between Thai culture and native languages and cultures; native languages and cultures; and effective implementation (OBEC, 2008, p. 253). The relationship between native speakers' language and culture and their opportunity to use appropriate languages at appropriate times and locations, as well as the similarities and differences between native speakers' language and culture and that of Thai speakers, were all discussions enclosed in learning for primary school students.

Third, the objective of foreign language learning and its relationships is to integrate foreign languages with other learning areas in order to provide the foundation for further development, the exploration for understanding, and the extension of the worldviews of learners, which are regarded as standard goals of primary school students.

Finally, for secondary school students, understanding language and its interaction with the culture and the environment is one of the standards for applying foreign languages in diverse contexts such as the classroom, the global community and the outside world. It's also an essential instrument for higher education, survival, and learning cooperation within the international community (OBEC, 2008, p. 253).

Based on a study of the report, these four strands and principles aim to develop the acquisition of learners, strengthen attitudes towards foreign languages, and use the capacity of foreign languages to collaborate in diverse contexts, seek information, participate in livelihoods, and achieve further education at higher levels. By achieving these goals, learners would gain experience within the international community, appreciation of stories and cultural diversity. In addition, Thai principles and culture could also be creatively conveyed to global society (OBEC, 2008).

Quality of learners

In Thailand, especially in junior and senior high schools, writing instruction has been incorporated into the curriculum. It has also been established as one of the examinations for student achievement by the national government. In Thailand, students were expected to be able to write various types of content, including recounts, reports, arguments, clarifications, introductions, new objects, anecdotes, narrations, processes, and reviews. There are types

of text which have distinct characteristics and functions. The students can expand their insight in accordance with their interests.

One of the factors that have contributed to how English is taught in secondary schools is how it is evaluated in the national University Entrance Examination, probably the most significant examination for Thai students. The screening process for entry into prestigious government universities, like in many other Asian nations, is challenging. A secure future is assured by graduating from specific faculties at well-known universities. Therefore, in order to complete this examination, students must study hard in high schools. Consequently, this goal influences the teaching of any subject, including English.

As a result, since these young students develop both physically and psychologically to become teenagers who are confident and curious about the world, the OBEC (2008) predicts that grade 9 students will be subject to more cultural challenges and intercultural contact after graduation. To communicate in social environments both within and outside the university, they must be able to use both spoken and written English (Ministry of Education, 2008). Thus, in order to obtain communicative competence, they would need to recognize and understand learning techniques. They will also have to be able to identify cultural aspects and to appreciate them. Students are expected to access and process information with regard to the development of academic language, and to improve understanding in both spoken and written forms. In order to acquire, create and apply academic expertise, to improve essential skills and to facilitate life-long learning, the use of effective learning techniques is necessary (Drafted English Curriculum, June 2002).

To conclude, at the junior high school level, the OBEC (2008) quality of learners effort is focused on promoting improved quality of graduates in terms of English competence, a positive perspective on learning English, and regional and global citizenship. The following section addresses how to implement the indicators in accordance with the OBEC (2008) strand and requirements. Indicators outline the characteristics of learners at each grade level as well as what they should understand and be able to perform. Learning expectations are also communicated through these indicators. They can be used to plan materials, determine learning units, and put together teaching-learning assignments since they are detailed and concrete. In order to validate the performance of the learners, they serve as essential

requirements for assessment. Table 1 provides the indicators for learner development for each junior high grade level standard.

Indicators for learner development for each junior high grade level standard

Table 1 Indicators for learner development for each junior high grade level standard

Grade level indicators		
Grade 7	Grade 8	Grade 9
Strand 1: Language for Communication		
Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning		
1. Act in accordance with demands, requests or directions, and listen and read simple descriptions.	1. Act in compliance with requests, instructions and clarifications, and listen and read simple explanations.	1. Act in compliance with requests, instructions and clarifications, and explanations that have been heard and interpreted.
2. Following the reading rules, read aloud texts, stories and short poems properly.	2. Following the reading principles, read aloud texts, news, advertisements and short poems correctly.	2. Following the reading principles, read aloud texts, news, advertisements and short poems correctly.
3. Select/define sentences and texts that are relevant to interpreting non-textual information.	3. Specify/write sentences and texts associated with different ways of interpreting non-text details.	3. Specify and write different types of non-text information relating to sentences or texts that have been heard or read.

Table 1 (Cont.)

Grade level indicators		
Grade 7	Grade 8	Grade 9
4. Specify topic and main concept and answer questions by reading and listening to dialogues, tales and short stories.	4. Choose topic and main concept, offer supportive evidence and express feeling on what has been learned and read, as well as include justifications and basic explanations.	4. Choose/specify topic, main idea, and supporting material, and express opinions on what has been studied and read from various forms of media, including illustrative justifications and examples.
Standard F1.2: Endowment with language communication skills for exchange of data and information, and efficient expression of feelings and opinions		
1. Converse in actual situations to share information about themselves, diverse activities and circumstances.	1. Converse properly in order to exchange information about themselves, different experiences around them and various everyday life circumstances.	1. Converse and write to share information about themselves, different issues around them, situations, news and issues of value to society, and to continuously and accurately convey details.
2. Use inquiries to offer advice and explanation in accordance with situations.	2. Use orders and, according to situations, provide directions, clarifications and explanations.	2. Use inquiries properly to provide guidelines, clarification and explanations.

Table 1 (Cont.)

Grade level indicators		
Grade 7	Grade 8	Grade 9
3. Speak and write correctly in different situations to communicate wishes, ask for support, and accept or refuse to provide assistance.	3. Speak and write correctly to communicate wishes, provide assistance, and accept or refuse to provide assistance in various circumstances.	3. Speak and write properly in order to communicate wishes, provide assistance and accept or refuse to provide assistance in different situations.
4. Speak and write accurately to ask for and offer information and share opinions about what has been heard or read.	4. Speak and write correctly to request and supply information, and explain and share opinions on what has been learned or read.	4. Speak and write correctly to request and supply information, and explain, compare and express views on what has been learned or read.
5. Speak and write to share their own feelings and opinions about different topics and activities surrounding them, as well as sufficiently offer brief justifications.	5. Speak and write to share their own feelings and opinions about different topics and activities surrounding them, as well as sufficiently offer brief justifications.	5. Speak and write to explain their own feelings and viewpoints on relevant topics, events, perceptions and news/incidents, as well as offer sufficient justifications

Table 1 (Cont.)

Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing		
Grade level indicators		
Grade 7	Grade 8	Grade 9
1. Speak and write to explain themselves, their everyday lives, interactions and the world surrounding them.	1. Speak and write to explain themselves, their daily routines, interactions and news/incidents which are of concern to community.	1. Speak and write to explain themselves and different experiences/issues of concern to society.
2. Speak and write to summarize the main idea/theme recognized from the analysis of issues/incidents of societal interest.	2. Speak and write to summarize the main concept, trend and topic found from the analysis of issues/news/incidents of social interest.	2. Speak and write to summarize the key idea/theme and topic identified from the analysis of issues/news/incidents/situations of social interest.
3. Speak and write to express opinions as well as provide brief justifications about activities or different issues around them.	3. Speak and write, as well as offer brief justifications, and to express opinions on different activities, issues and experiences around them.	3. Speak and write, and offer justifications, and to share viewpoints on activities, interactions and incidents.

Table 1 (Cont.)

Strand 2: Language and Culture		
Standard F2.1: Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places		
Grade level indicators		
Grade 7	Grade 8	Grade 9
1. By following the social styles and culture of native speakers, use vocabulary, tone of voice, gestures and manners appropriately and properly.	1. By following the social styles of native speakers, use vocabulary, tone of voice, gestures and behaviour appropriate for specific individuals and occasions.	1. In accordance with the social manners and culture of native speakers, choose vocabulary, tone of voice, gestures and behaviour appropriate for different individuals and occasions.
2. Describe native speakers' festivals, significant days, lifestyles and traditions.	2. Describe native speakers' festivals, significant occasions, lifestyles and traditions.	2. Describe native speakers' lifestyles, customs and traditions.
3. Participate, according to their preferences, in language and cultural activities.	3. Participate, according to their preferences, in language and cultural activities.	3. Participate in and arrange, in accordance with their preferences, language and cultural activities.

Table 1 (Cont.)

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language		
Grade level indicators		
Grade 7	Grade 8	Grade 9
1. Specify the differences and parallels in the pronunciation of different types of sentences, the use of punctuation marks, and word order in accordance with the foreign and Thai language sentence structures.	1. Compare and explain the similarities and variations in the pronunciation of different sentence forms and word orders in accordance with foreign language and Thai language sentence structures.	1. Compare and explain the similarities and variations in the pronunciation of different forms of sentences, in accordance with foreign language and Thai language sentence structures.
2. Compare the parallels and differences between Thai and native speakers' festivals, holidays, significant days and lifestyles.	2. Compare and describe the parallels and differences between native speakers' lifestyles and culture and those of Thais.	2. Compare and describe the parallels and differences between native speakers' lifestyles and cultures and those of Thais, and apply them appropriately.
Standard F3.1: Use of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen world view		
1. Check for, gather and summarize from learning sources data/facts relevant to other learning fields, and present them through speech/writing.	1. Check for, gather and summarize from learning sources data/facts relevant to other learning fields, and present them through speech/writing.	1. Check for, gather and summarize from learning sources data/facts relevant to other learning fields, and present them through speaking/writing.

Table 1 (Cont.)

Strand 4: Language and Relationship with Community and the World		
Standard F4.1: Ability to use foreign languages in various situations in school, community and society		
Grade level indicators		
Grade 7	Grade 8	Grade 9
Using language in realistic scenarios/simulated situations in the classroom and in school for interaction.	Using language in realistic scenarios / simulated circumstances in the classroom, school, and society for interaction.	Using language in actual scenarios / simulated situations in the classroom, school, community and society for interaction.
Standard F4.2: Use of foreign languages as basic tools for further education, livelihood and exchange of learning within the global community		
1. Use foreign languages to conduct research on various media data and diverse sources of learning for further education and livelihood.	1. Use foreign languages to conduct research on, gather and summarize various media data and multiple forms of information for further education and livelihood. 2. Disseminate / transmit foreign language news or information about the school to the community.	1. Use foreign languages to conduct research, to gather and to summarize information and various media data and different sources of learning for further education and livelihoods. 2. Disseminate / transmit data and news in foreign languages about the school, society and the surrounding region to the public.

Based on the foreign language curriculum above, there are four language skills that must be taught to secondary level. Those are reading, listening, speaking, and writing. Writing, in particular, requires an amalgamation of various kinds of language learning skills and the act of writing includes the thinking process. According to Raimes (1983), writing and thinking are related. Students require the process of thinking to correlate the knowledge with their concept after collecting information by reading, talking, interpreting, and evaluating data in order to represent it in written form. Writing is difficult for both speakers of the native tongue and those learning a foreign language, according to Maarof and Murat (2013). Likewise, Heydari and Bagheri (2012) also state that for native speakers or first-language learners, writing is an intricate process. Writing instruction's objective is to assist students in becoming proficient in functional text and text or paragraph based monologues in the forms of description, plot, narrative, process, and reporting.

Based on the foreign language curriculum at Wattaitalad Municipal school, descriptive, narrative, and recount are taught for Junior High School level. Regarding the descriptive essay, descriptive text is one of the written texts that has social function to describe a set of feature of a particular person, place, thing or phenomenon. It is one of most widely used types across all of the learning areas (Knapp and Watkins, 2005, p. 97). However, descriptive writing is also a mental work to create ideas, think of ways to express them, and organize them into clear statements and paragraphs for the reader.

Meanwhile, the majority of students had difficulties when writing a descriptive essay such as their illiteracy of the tense used, limited vocabulary, lack of knowledge and interest about the topic, students' difficulties in organizing ideas, and students' difficulty to write within the time allocated. Moreover, there are certain factors that affect students in writing namely students' interest, students' motivation, topics familiarity, the need of relaxed atmosphere while writing, the need of a quiet and tidy room, motivation from classmates and lecturers, and the facilities for learning which include dictionary, hand phone, and laptops. It is found that the result of the Educational Testing Organization (2016) for Mathayomsuksa 2 students' score which is still low. These findings imply that there are internal factors and external factors that affect students in writing. Hence, it is suggested to the students to do brainstorming or outlining to organize their idea and maintain good motivation and interest

in essays writing. Finally, it is recommended to conduct further study to solve the students' problems and focus on students' in writing descriptive text in the way them developing their ideas, organizing ideas, grammar, mechanics and using vocabulary appropriately.

There has also been research supporting the importance of the functions in terms of writing ability, and emphasizing the need for training in paragraph writing. It would be beneficial for writing teachers and course creators to prepare their writing curriculums and strengthen the writing skills of their students to fulfil the expectations of potential educational and professional requirements for English writing. The current researcher became involved in conducting this study with eighth grade students for the reasons above, including the fact that there were a variety of studies (Tanjung, 2011; Sadiyah, 2011; Ariye, 2014, Online; Tshering, 2015; Ninik, 2016) that studied the English descriptive writing of the learners. The explanation for choosing the group of participants was that at the time of this study, in addition to a group requiring fundamental English writing, the students had already taken or were taking a course on English paragraph writing. (The participant group took the course in the previous term.) Therefore, it was assumed that these students had writing experience and were able to express ideas in paragraph-level writing. In terms of functional texts, they are often required to be able to convey meaningful concepts and provide brief justifications appropriately in the form of giving information and recounting interactions with others in their closest environment. The process of writing is represented in the form of styles of texts, typically referred to as genres that are each closely related to a specific purpose. Writing skills are also essential not only for copying English words, phrases and paragraphs, but also for presenting ideas in a brief functional written text or basic essay. One of the methods taught at the eighth-grade level grades is the preparation of a descriptive paragraph.

The concept of writing

Writing is the one of the four fundamental English skills that students have to learn. However, as it seems, it is not easy (Richards and Renandya, 2002). To produce a pleasant writing, there are several stages to follow. Teachers also adopt several teaching aids or methods to make it easier for their students to write proper texts.

1. Definition of writing

According to Vygotsky (1986), writing is also intellectualized, as the writer must use words to construct the image of abstract ideas. Therefore, because of the language difference and the transference of ideas, writing is considered the most challenging skills for an EFL learner.

Byrne (1988) explains that writing is more than just the production of symbols or information. Information must be organized, words must be organized to make phrases, and sentences must be integrated in a certain order and related in specific ways in order to produce sentences. According to Richards (1990), one of the most difficult activities involved in communication is writing. In order to communicate with their readers, many writers describe their needs, ideas and feelings through writing. As it is a one-way communication, mastering well-organized content is not enough. Being a good writer requires a high understanding of the material and an ability to effectively and appropriately express the idea.

Rogers (2004) explains that the most remarkable creation of human beings is writing. Beyond the limits of time and space, it will communicate knowledge and language. Common phrases can be conveyed easily by writing to the next generation. In addition, the majority of information that reflects individuals and cultures is written. Oshima and Hogue (1999 as cited in Nasmawati, 2014) define writing as a developmental task. When you first put something down, it implies that you have been constantly considering what to say and how to express it. Then you read through what you've written when you've finished writing, and making changes and corrections. Writing is never, however, a one-step operation. It is a procedure which has many stages.

Following the definitions above, by systematically transforming the data in the brain into text, writing is used to describe a way to visually communicate words. Writing is a crucial talent that should be acquired since it is not just a communicative activity; it can also record things created by the human imagination. Writing is a means of communicating concepts or perspectives through basic sentences (Vygotsky, 1986; Byrne, 1988; Rogers, 2004; Oshima and Hogue, 1999).

2. Purpose of Writing

One of the language abilities that significantly affect inexperienced work is writing. There are numerous records of recent activities that we can read now and that we will also be able to read in the future. People frequently perform significant writing activities, such as teachers writing important things on the board or students taking notes that are dictated by teachers. People also produce emails to submit applications for jobs.

Purwanti (2013, p. 3) mentioned the objectives of writing are to: gain attention, make other people happy, offer critiques, affect readers' thinking, get money, or share readers' experience.

The majority of writing, according to Phoenix (2009, p. 9, Online), may be divided into three categories: literary or aesthetic writing, transactional or informative writing, and expressive or personal writing. It's important to balance these three types of writing in classroom activities. The categories of writing are better specified in practice by the reason for which the piece of writing is positioned and its intended audience. Not only can these two considerations influence the need for presentational skills and clarity, but they could well determine the text's language characteristics, style and formality.

The objective of writing is essentially the reason that you create, according to Louisiana (2014, p. 10). Before a text is fully completed, an effective writer frequently concentrates on the motivation for their writing. Because they don't know what they are trying to accomplish, ineffective authors may be too wordy or ambiguous in their message. A writer will be able to express their ideas more clearly if they can determine the primary goal of their writing.

There are five educational goals of writing, according to Byrne (2000 as cited in Dyan, 2010, p. 22, Online), in terms of academic purpose. They are stated as follows:

- a. The introduction and use of writing in some form enables us to accommodate for various learning requirements and styles.
- b. Written work aims to provide students some practical evidence that they are improving in the language.
- c. It seems that exposure to a foreign language through many mediums is more beneficial than exposure through just one, especially if skills are effectively integrated.

d. As a different type of activity via spoken work, writing offers diversity in classroom activities.

e. Both formal and informal testing frequently call for writing.

Based on the Reinkinget (1996, p. 4) there are four purposes of writing. They are:

1. To Inform

One of the most typical writing goals is information presentation. Informative writing is written with the intention of educating the reader about anything unrelated to the writing itself.

2. To Persuade

You probably have strong opinions on a variety of subjects, and these emotions may occasionally lead you to try to persuade your reader. Writing has the ability to elicit readers' emotions, convince them, or both.

3. To Express Yourself

Personal essays, novels, plays, and poetry are all styles of creative writing that may be used to convey one's thoughts and feelings.

4. To Entertain

Some literary works only entertain, while others combine entertainment with a more serious goal. Many different types of writing can be enhanced by the intention to entertain.

According to McMahan, et al. (1996, p. 8), written language is employed for the following purposes:

- a. To convey the writer's emotions.
- b. To fascinate the readers with aesthetical materials.
- c. To persuade readers of the author's concepts, opinions, and ideas.

Hampton (1989) has specified four writing objectives for students:

- a. When they are able to write without much instruction, they are autonomous.
- b. Writing well helps authors become more understandable so that their work may be read and understood by others as well as by themselves.
- c. When a writer can write clearly, effortlessly, and with ease, they are said to be fluent.

d. Writing from original thoughts rather than paraphrasing already published work helps writers develop their originality.

According to the aforementioned statements, the goal of writing is to tell a story, recount a series of events, and illustrate a person, a location, or an object. Writing often conveys one's emotions and convinces readers of the opinions, ideas and ideas of the writer within many different forms, including personal essays, fiction, plays and poems, as well as journals and diaries.

3. Reason for teaching writing

There are four explanations for teaching English as a foreign language to learners. They are encouragement, improvement of language, style of learning, and writing as ability (Harmer, 1998, p. 74).

Encouragement is first. In a purely oral or aural manner, some students acquire language, but most students benefit greatly from having the language written down. The visual representation of language building helps us understand how something fits. Students also find it beneficial immediately after studying to write sentences using new language.

Language development is second. Students primarily strengthen their writing through the action of writing itself. They construct proper written texts while they are writing to be creative with the language.

Varied learning styles are a third explanation for teaching writing. By simply looking and listening, some students are able to easily pick up a language. But others have more difficulties. With writing, they have a chance to think about the language and to produce linguistic expressions in a slower style. Writing is appropriate for many students. Instead of the rush and uncertainty of face-to-face interpersonal communication, it can be a silent, reflective activity that gives them time to think and process.

Developing writing as a talent is the fourth reason to teach writing. It is as important to write as to speak, listen, and read. Students must understand how to compose letters, organize essays, reply to advertisements, and, increasingly, use technological channels for writing. They ought to know some of the special conventions of writing (punctuation, paragraph construction etc).

Based on the statements above, the justifications for writing teaching are to reinforce students' acquisition of new language, to enhance language use through writing itself, to offer an alternative style of learning that is slower and more reflective, and to develop writing as a skill in and of itself.

4. Characteristics of writing

Good writing may be seen as something hard to define. However, there are some clear characteristics of good writing that can be identified and agreed upon, such as these descriptions from Adelstein and Prival (2014):

4.1 Writing well can be characterized by the writers' ability to employ the proper voice. The voice used when writing must consider the occasion's purpose and audience into consideration, even if all effective writing conveys the sounds of someone else speaking.

4.2 Effective writing represents the authors' recognition of the content into a coherent whole in order to switch progressively from a central, dominant concept to points of support and eventually to a clear ending, conveying a well-thought-out scheme to the reader.

4.3 Effective writing represents the capacity of writers to write simply and unambiguously using, for example, phrase structure and vocabulary, such that one potential interpretation is the desired one of the writers.

4.4 Effective writing represents the skill of the writer to write about the subject and to demonstrate a thought and a sound interpretation of it to the reader.

4.5 Effective writing represents the willingness of writers to send the first draft to citizens and obtain it. The essential to productive writing is revision

4.6 Before submitting the finished product to an audience's framework, effective writers take pleasure in their manuscripts, checking to make sure to spell, punctuate, and check the context and grammatical connections inside each sentence.

4.7 It is possible to separate oneself from principles by writing them down.

4.8 Writing makes it easier for us to absorb in and integrate information and it also assists us comprehend a topic better.

4.9 By putting the component of them in writing, we may inspect and manipulate them, which help us to resolve the problem.

4.10 Writing on a topic makes us active learners as opposed to passive ones.

It can be inferred that the characteristics of good writing need to represent the abilities of different writers to solve the problem, which are the desired characteristics of writing skills, such as the appropriate voice, coherence, sentence structure, concept, language.

5. Components of writing

A paragraph is a brief piece of writing that could also be used to persuade the reader of something or serve as general background knowledge. The paragraph must consist of a number of essential components in order to be comprehended and convince or sufficiently explain the reader. The five main parts of writing are content, structure, vocabulary, language usage, and mechanics, according to Jacob (1981 as cited in Sulistiana, 2013).

5.1 Content

For readers, the content of writing should be explicit enough that readers can comprehend and extract data from the message communicated. It is important for the content to be organized and accomplished in order to have effective writing material. This idea is typically referred to as unity and completion, which are the essential components of effective writing.

5.2 Organization

The writing focuses on the author's strategies for setting up and structuring the writing's thoughts or messages in perspective. The arrangement of the written information includes coherence, order of meaning, and general to particular, specific to general and organizational effectiveness that maintained from beginning to conclusion.

5.3 Vocabulary

The successful words to usage will still result in good writing both basic and technical writing, one of writing is the dictionary's very substantial vocabulary. We still struggle with words to convey concepts. It is impossible to convey concepts because of the absence of language

5.4 Language use

The use of language in written descriptions and other types of writing requires proper grammar and language. An efficient grammar ought to be able to generate grammar.

We should not be able to do much other than completed different language function components, and grammar will also help students develop the use of formal language.

5.5 Mechanics

There are at least two mechanical components to written communication, such as capitalization and punctuation. Punctuation is important because using capital letters in English to indicate context is acceptable. They are first used to distinguish between specific and appropriate items. Second, it is employed as the initial word, a formal declaration, and an appropriate adjective in quotes.

In summary, the five essential parts of writing are content, organization, vocabulary, language use and mechanics. In this study, the researcher will choose some aspects from the content, organization, language use and mechanics of the key elements in descriptive paragraph writing.

6. Writing process

Instructors and students must not only concentrate on final products, but should also pay attention to preparation throughout the writing process. Students should follow the stages of the writing process in order to improve the effectiveness of their writing.

According Blanchard and Root (1998, pp. 41–44) writing is a skill for writing a paragraph and requires a variety of moves. Writing has three steps in particular. They are prewriting, writing, and revising. Prewriting is thinking about a subject and composing a plan as a reference before writing a paragraph. Writing is initiated by a topic phrase and some main concepts in this process. Next, supporting statements are used to add to the topic sentence. Then, the reader can consider the principles of paragraphs by grouping the sentences and using signal words and conjunctions. Reviewing is the last step. After a first draft of a text is finished, the writer reviews the text by inserting new suggestions to help the topic and modify the sentences, and by correcting punctuation, spelling and grammar.

Harmer (2007, p. 5) claims that in order to produce something in its completed written form, a writer must go through the writing process. There are four key components in the process of writing:

1. Planning

While planning, three main issues must be considered by the writers. First, students need to comprehend the purpose of their content, since this will influence the type of text they choose to write as well as the language and details they want to include, among other aspects. Second, accomplished writers think about the audience for they are writing, and this not only influences the system of writing (how it is organized, and how the paragraphs are arranged together, etc.), but also the choice of language—whether, for example, it is formal or informal in tone. Thirdly, the writers must consider the content organization of the essay, or how to arrange the information, concepts, or arguments they have chosen to include.

2. Drafting

We can refer to the first version of a piece of writing as a draft. In every sentence, the initial wording is written with the understanding that it may be modified later. As the writing process continues towards editing, a number of versions could be produced before the final edition.

3. Editing (reflecting and revising)

When a draft has been created by writers, they often review their writing to discover where it misses the mark and where it succeeds. Perhaps the order of the information is not clear. The form in which something is written is perhaps ambiguous or confusing. They will either move about or get a new introduction written. For a single statement, they can use a different type of expression. Before focusing on detailed characteristics such as individual words and grammatical clarity, more qualified writers tend to look at problems of general meaning and overall form. The latter two are crucial and must be addressed; hence they are frequently addressed later in the process.

Reflecting and rewriting are also encouraged by other readers or editors who contribute to writing and offer suggestions. Another reader's feedback on a piece of writing may assist the author make appropriate revisions.

4. Final version

After revising their draft, writers produce their final version, making the modifications they feel are required. The editing process has altered things, so this might

appear very differently from the original concept and the first draft. The written material can now be submitted to the target audience by the author.

Langan (2001) divides writing process into four parts, they are:

1. Pre-writing

There are four pre-writing techniques that can assist with topic development and vocabulary acquisition. They are writing down ideas, asking questions, making lists, and creating rough drafts.

2. Writing

Be prepared to add more ideas and information that did not occur during pre-writing.

3. Revising

Revising involves editing a text, looking at what has can be done to improve it. The revision process consists of three phases: content revision, sentence and revision.

4. Editing

The next stage after rewriting for content and style is editing for changing wording, organization, and structure of a text.

Hyland (2004, p. 10) notes that teaching writing stages give students a strong understanding of the benefits of planning to create successful writing products. There are steps in the writing process. First, the topic is selected by the students and teachers. The second step is pre-writing. At this level, the students are engaged in idea generation, data gathering, note-taking, and outlining. Composing (drafting) is the third stage. The students at this moment begin to write their ideas into sentences. The next step is responding to revision conducted by teachers or partners. It involves establishing concepts and structuring the texts. The next step is assessment, when the students' work is evaluated by the teachers. It implies that teachers assess students' developmental progress throughout the process. Then it will be given access. It is about the success of the students. It means that, in front of the class, students will display or present their writing. The last stage is the follow-up assignment. It was needed to resolve the limitations in writing.

As can be seen from the explanation above, writing requires more than just learning the procedure; we also need to acquire some structure and learn how to write in

our language of choice. Planning, drafting, editing (reflecting/revising), and producing a final edition are the stages of writing that the writer or students should concentrate on in order to generate an effective writing. The students should complete each level in the proper sequence to produce successful tests.

7. Writing assessment

A number of purposes, both inside and outside the classroom, can be served by writing assessments. The results of assessments can demonstrate where and to what extent students are strong or weak in writing, opening the door to helping students improve their language proficiency. For teachers, researchers, and assessors, for example, it gives an understanding of students' writing ability. Both instructors and students can benefit from the diagnostic information provided by assessment (Bailey, 1988). Furthermore, in order to implement the results and modify already-planned programs for specific students as well as student groups, instructors and students must have access to knowledge. Additionally, language is always learnt and employed most successfully in contexts where it achieves a goal for certain readers or listeners within that context. Spandel and Stiggins (1997) stress that the most effective criteria are written in language that makes it easy for students to understand why they achieve certain scores.

Types of Scoring Rubrics

Langer and Applebee (1987) observed that the most successful instruction occurs when the teachers and students share understanding of the specific goals of the instructional activity. Scoring rubrics are one of the mediums for developing students' performance. Teachers can create a variety of scoring rubrics on their own or in collaboration with students depending on how they want to assess the writing of their students. Teachers can use various types of scoring rubrics to grade their students' papers (Olson and Maio, 2003).

Holistic Scoring: According to Spandel and Stiggins (1997), holistic scoring refers to an evaluation of the whole rather than just its constituent pieces, and the most accurate evaluation of writing will take into account how all the elements—ideas, mechanics, and voice—combine to provide an overall impression.

Analytical Scoring: Whereas holistic scoring focuses on the quality of the paper as a whole, analytical scoring involves determining separate scores for each of the major characteristics or qualities of writing. Spandel and Stiggins (1997) constructed a general analytical scoring rubric that focuses on six traits: ideas, organization, voice, word choice, sentence fluency, and conventions. Specific criteria are given for achieving anywhere from A 5, which is the highest possible score, to A 1, which is the lowest score.

Weighted Trait Scoring: Weighted trait scoring is a type of analytical scoring rubric that allows teachers to give extra weight to certain components of a paper relative to the others. That is, rather than rating all the traits on the same scale, teachers may give out more points to certain traits than others.

Primary Trait Scoring: Teachers may use primary trait scoring when they wish to focus on a particular component of the writing quality in a specific writing type or context. The objective of primary attributes scoring is to attract the rater's attention to the characteristics of a paper that are relevant to the type of discourse it is and to the unique combination of audience, purpose, and subject (Cooper and Odell, 1977).

Rhetorical Effectiveness Scoring: This scoring guide is useful as a teaching tool to help students identify how rhetorical features can depend on the purpose of the writing or the type of discourse. For example, incident is scored according to criteria focused on incident, context, and significance. This controversial issue scoring guide focuses on issue, position, and support.

A Rubric for Assessing Achievement in Writing: This scoring system is designed to assess the process of writing through a product, for example, through a writing sample generated by the student following the reading of a literary work.

In this study, the researcher will use an analytical scoring rubric in descriptive writing that uses the six traits identified by Spandel and Stiggins (1997) as a guide. This analytical scoring rubric provides a comprehensible scale for the markers to evaluate the important characteristics or quality of writing. The text's content, organization, idea, voice, and linguistic features scores will all be weighted equally.

The concept of a paragraph

In Thailand, English is considered a foreign language. If students want to compose something to express their feelings or concepts, they should start writing word by word so they can correctly translate their Thai language to English before the words form the right expression and sentences. If the students can combine the sentences effectively, they will be able to write paragraphs well.

1. Definition of a paragraph

According to Oshima and Hogue (1999, p. 16), a paragraph is a basic unit of structure in writing in which one key concept is explicitly generated by a set of similar sentences. All of the sentences explain the main idea (most significant idea) of the writer about the topic. It may be one aspect of a larger piece of literature, such as a book chapter or essay. Boardman (2008, p. 4) argued that a paragraph is a collection of sentences that are combined to produce a core concept, which is consistent with this approach. Based on their purposes, paragraphs are organized differently. This suggests that the paragraph is a composite of sentences with the main concept and supporting sentences to establish the main idea. Writing well in English requires being able to construct effective sentences and properly arrange them into paragraphs.

George (1988) claimed that a paragraph is a collection of sentences that succinctly and clearly convey a single main concept. The paragraph can be complete in itself, or it can be a part of an essay, a research, report, a book, and so on.

Smalley and Ruetten (1988, p. 2) stated that a paragraph is a collection of sentences that follow each other in an interconnected manner, such that they create a set of sentences that represent a concept. It must have an introduction, a body, and a conclusion. A paragraph also needs coherence and unity to be an excellent piece of writing.

A paragraph may be described as a collection of connected sentences that can logically and clearly develop one core topic or subject. It must have a topic, a supporting argument, and a conclusion.

2. Components of a paragraph

There are three main structural elements in a paragraph. Topic sentences, supporting sentences, and concluding sentences constitute this structure (Oshima and Hogue, 1999, p. 16). The specifications are as follows;

2.1 The topic sentence

The topic sentence is a complete sentence that should identify the topic of the paragraph and explain its major concept. It should also restrict the subject to one significant area and let readers know what a paragraph is going to suggest. One simple topic can be discussed and an opinion or idea about the subject can be mentioned. The topic sentence should not be too broad. Likewise, it should not be too narrow or be only a fact as it that would not be enough to write about at the paragraph level. Usually, it is stated in the first or last sentence, but it can be any sentence in a paragraph. A complete topic sentence contains two major structural parts: topic and controlling idea.

a. Topic is a general key word that suggests one main field that the writer will address or inform the reader about.

b. Controlling idea is the focus of any paragraph. It regulates, restricts, and defines the ideas of the writers and allows them to narrow down to a restricted topic that can be clearly explored or established in one paragraph.

2.2 Supporting Sentences

Supporting sentences are complete sentences used to enhance the topic sentence or to support it. As the expression of the topic shows the reader what the paragraph will be about, the concepts listed in the rest of the paragraph should all apply to the topic and the idea that is being written about. The main sentence can also be explained in detail in the supporting sentences by providing specifics, personal experiences, descriptions, justifications, examples, facts, statistics and quotes.

2.3 Concluding sentence

A final or concluding sentence is a complete sentence that signifies the conclusion of the paragraph or informs readers that the paragraph is completed. A concluding sentence also leaves the readers with crucial points to consider and finishes the paragraph's

ideas, views, or stories. Therefore, the concluding sentence shares the same features as the topic sentence in which the specific topic of the paragraph is indicated.

According to the aforementioned statements, a paragraph is composed of a group of connected sentences that cannot be separated from one another since they all support the same basic concept. There are three main sentence types in a paragraph: the topic sentence, supporting sentences and concluding sentence. Writing a paragraph is the process of communicating ideas on a particular subject through the creation of a collection of well-organized sentences that develop the subject in a paragraph format.

3. Types of Paragraphs

A paragraph is a collection of sentences that work together to create a key idea. Depending on their purpose, paragraphs are arranged differently. In English, there are three main categories of paragraphs: narrative, expository and descriptive (Boardman, 2008, pp. 18–20).

a) Narrative paragraph: A narrative paragraph provides a tale. The fact that a narrative paragraph communicates a story is its most crucial quality.

b) Expository paragraph: The purpose of the expository paragraph is to explain something or inform the reader.

c) Descriptive paragraph: This kind of paragraph is used to explain what something is like and provides an experience for the reader. Every sentence provides a simple mental picture of what is being presented to the reader. This is the purpose of the descriptive paragraph.

There are three different types of paragraphs with different purposes defined above. However, in this study, the researcher focused solely on descriptive paragraphs.

The concept of a descriptive paragraph

Descriptive writing produces an image of an animal, a place, a person, or thing in the imagination of the reader. This kind of writing can set a tone or explain things in such depth that the reader would recognize it if they saw it. Descriptive writing can give life to words and make texts fascinating.

1. Definition of a descriptive paragraph

One of the types of paragraphs that junior high school students can master is the descriptive paragraph. A descriptive paragraph is characterized as a paragraph in which location, item or individual are articulated or explained in such specific detail that the reader can easily imagine the place, thing and person described or feel the experience involved.

According to Buscemi (1990, pp. 78–79), description is a form of writing used to present a person or thing through a verbal portrait. This writing is used where the authors wish to include information about facts to create vivid writing. In other words, the writer's perspective influences the writing's final product by creating an impression of “what it looks like”. The writer not only provides the facts directly but also creates a particular image of an object or a place.

Moreover, Gerot and Peter (1994, p. 214) suggest that descriptive is a type of text intended to represent a person, location, or thing in particular. Descriptive text is aimed at explaining concrete objects, such as persons, animals, and places. It may be used to clarify something about the appearance, behavior or personality of individuals or objects. The senses of smell, taste, feel, and sound are all accurately represented in descriptive language.

Another definition of descriptive text is based on Tompkins (1994, p.111) who points out that descriptive writing creates images of language, implying that a writer can attempt to imagine something or someone using vivid words in order to compose a descriptive paragraph in order to present a simple illustration of what is being defined by him or her.

Kane (2000, p. 352) points out that the description is about sensory perception, how it feels, smells, tastes. This is all the sensory awareness, but other kinds of observation are often dealt with through description.

Langan (2001, p. 175) clarified that when describing, demonstrating, or identifying something by referring to items that are already understood, the written text is considered a descriptive paragraph, such that the subject appears as vivid and meaningful as possible. This means that it directly discusses the subject and focuses on the impression of context.

Oshima and Hogue (2007, p. 61) proposed that a clear description is an image of a word; the reader should visualize in his or her mind the thing, location, or person.

The primary purpose is to create an impression in the minds of readers. In short, it's like drawing with words. In the five senses of sight, sound, taste, smell, and touch, we experience the words surrounding us. It would exchange the writing to produce a sensory image in the minds of the reader as it makes the topic specific and simpler for the reader. It is not necessary to conceive of a descriptive paragraph without adjectives. In order to make their writing more engaging, most writers use numerous adjectives.

As a definition above, the descriptive paragraph is a detailed explanation of the location, person or thing you want to describe so that the reader can clearly visualize or image the details, or believe they are interested in the experience. The content in each paragraph should be related to one another and assist readers in understanding the writer's intended ideas.

2. Types of descriptive paragraph

Pardiyono (2007 as cited in Nasmawati, 2014) divided descriptive paragraphs into three categories, with each kind describing a place, a person, or a thing.

2.1 A description of a place is writing that details how a location appears, including its situation, condition, etc.

2.2 A writing that describes how an individual appears, such as their face, figure, etc., is known as a description of a person.

2.3 Descriptive text that defines an item's appearance, as well as its condition and function, is known as a description of a thing.

There are two types of descriptive paragraph writing depending on the paragraph function itself (Muhyidin, 1988, p. 87). They are descriptions of places and of subjects. In addition, descriptions of subjects are divided into three forms. These are descriptions of objects, people, and things. To make it clear, a diagram about types of descriptive text is given below.

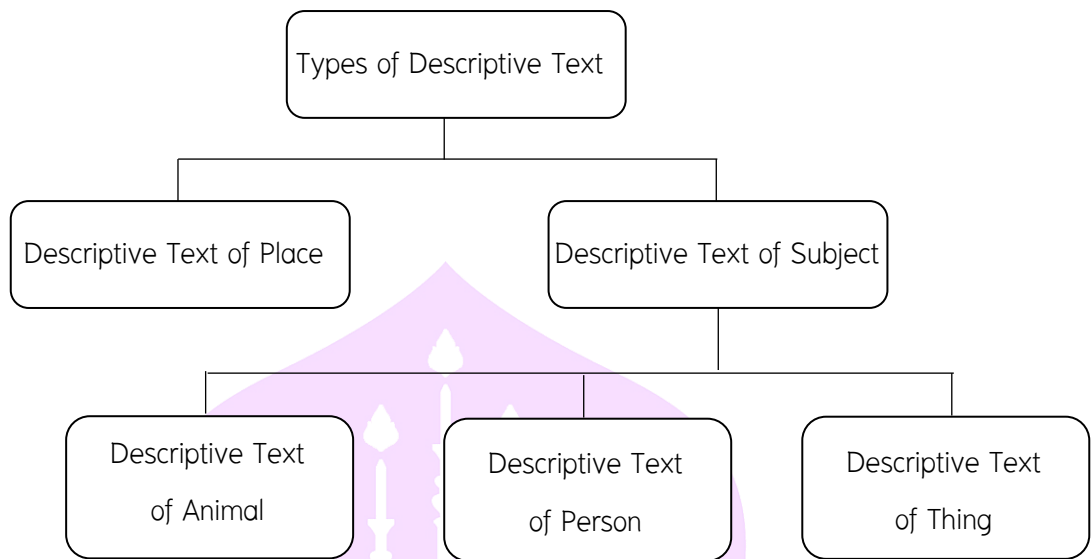


Figure 2 The diagram of descriptive text types

1. Place description paragraphs

A place description paragraph is a text designed to provide readers with realistic image of the way a place appears. Furthermore, in descriptive paragraph composition, the sentences cannot be placed randomly. In order for the reader to visualize the concept being clearly presented, the explanation of the idea must be well structured.

This type of descriptive text talks about the location, and two sections separate the content of the text. They are components of identity and definition. Each part consists of different information. For the identification component, the information can be about:

- a) Name (a city / town / construction, etc.)
- b) Reason for choosing the place (i.e what it is famous for, what makes it so special)

In writing descriptive text, identification must contain those two things above. Meanwhile, for the description component, the information can be about:

- c) General features (location, surroundings, population, areas, facilities, main activities)
- d) Physical characteristics (age, size, color, materials, e.g. The temple, with 10-meter-tall marble columns, was built in 800 BC.)

e) Details referring to the senses (sight, hearing, smell, touch, and taste, for example, how visitors' footsteps on the worn stone floors reverberate through the cool, dark halls, breaking the peaceful calm).

f) Feelings/Impressions of the place, e.g. Tourists are fascinated by its air of mystery.

g) Comments/Recommendations for visiting, preserving or investing in the place (Kautzer and Debra, 2003, p. 44)

2. Subject description paragraphs covering people, animals and objects

A subject description paragraph is a text intended to explain a topic. The physical appearance of the subject may be represented by a writer. It can be initiated by translating precisely what the topic looks like into words. Furthermore, Rotter (1978, p. 91) explains that descriptive writing is generally used to help a writer establish an aspect of his work, such as developing a certain tone, environment or explaining an environment such that the reader can create realistic memories of the characters, locations, etc.

2.1 Description of a person

A paragraph of this kind is for giving information about people. It is not generally based on the characteristics of the person being discussed. It should concentrate instead on the physical appearance, character, and way she/he dresses. The paragraph is not about an activity such as “sister’s dancing lesson”, “friend’s soccer game”, “and brother’s toy cars” etc. which would be more related to narrative paragraph writing. Instead, the title of a paragraph describing a person could be “My Lovely Sister”, “My Best Friend”, “My Brother”, etc.

One does not always have to use the present tense in a description of a person. In many cases, it is possible, and indeed fitting, to use the past tense to explain the personal story of the individual.

These paragraphs, too, are separated into two sections for content. They are the components of identification and description. Different information defines each component. The details concerning the identification aspect include:

- a) The person’s name, occupation or profession
- b) What is important/interesting about her or him

In writing descriptive text, identification must contain those two things above. Meanwhile, for the description component, the information is about:

c) The physical attributes or overall appearance. It includes the face (eye colour/shape, skin colour, shape of the nose, eyebrows, dimples, freckles, hair color/type, height, weight, voice, etc.)

d) Clothing. It includes what she/he is wearing (Jewelry, hat, shoes, etc) and how she/he normally dresses.

e) Personality observations. It includes behaviour, mannerism (happy, angry, rude, funny, morose, boring, etc.) (Kautzer and Debra, 2003, p. 31)

2.2 Description of an animal

This kind of descriptive text applies to animals. It is important to remember that when describing an animal, the writer should not tell a story about the animal and should not explain the animal in general. That would not be a descriptive text, but a narrative text, if the writer mentions the animal in general terms.

The content of the text is divided into two parts, the components for identification and description. Each component consists of different information. The information for the identification component is about the animal phenomenon and the fascinating part of it. The following must be kept in mind before providing the identity.

a) Using language that is concise and clear to describe the phenomenon.
 b) Selecting a thing that can only be seen in person.
 c) Avoiding using verbal expressions in writing such as “I am going to describe...”, or “Let me tell you about my...” in the identification paragraph. Use reporting expressions instead such as “I have a pet in my house. Its name is...”.

d) Avoiding using general terms to describe the object

e) Meanwhile, for description part, the information is about:

f) Appearance. This consists of the appearance, colour, shape, and special characteristics (tail, ears, nose, stripes, spots, whiskers, fur, feather, hair, skin etc).

g) Texture. This describes what the animal feels like (such as whether it is soft, hard, hairy, or scaly) and what it represents.

h) Sound. This provides the amount of noise, the volume, and the sound comparison.

i) Behavior. This consists of motions of the animal (such as slithering, crawling, climbing, flapping, dashing, and zipping) and distinctive behaviors (Kautzer and Debra, 2003, p. 22).

2.3 Description of an object/a thing

This type of descriptive text talks about a thing. The content of the text is separated into two parts, the components of identity and description. Each component consists of different information. The identification component includes information about the phenomenon of the item and its important features. In the meantime, information for the description component will include:

a) Appearance. This consists of the color, form, attributes, and surface of the object.

b) Texture. This describes the surface of the object (smooth or rough, soft or hard, hairy or scaly), as well as what it feels like and resembles.

c) Smell. This describes the smell, how it makes one feel or think, and what it reminds one of.

d) Sound. This discusses the volume, noise, and associations of the sounds of the object, if any (Kautzer and Debra, 2003, p. 17).

Based on the statement above, the categories of descriptive text include descriptions of locations, descriptions of people, descriptions of animals and descriptions of objects. Because of the content, each type of descriptive text has its own function. There are various adjectives, expressions, and vocabulary used. The characteristic differences between such descriptive texts can be seen in the following explanation. In this study, the researcher emphasizes on the descriptions of people, descriptions of locations and descriptions of objects for teaching descriptive writing through haiku poems.

3. Characteristics of descriptive paragraphs

Typically, descriptive paragraphs are used to help writers establish different parts of their writing, such as developing a specific mood or environment, or explaining a place such that the reader can generate vividly imagine of people, locations, things, etc.

The features of a descriptive text are here to complete our purpose.

3.1 Generic Structure

It is possible to clearly define generic structure as the manner in which elements of a document are organized to fit its purpose. Readers will observe this structure, and writers can use this information, based on their reason, to structure their writing.

The generic structure of a descriptive text is shown in the following table, according to Hammound, et al. (1992, p. 78):

Table 2 The generic structure and the functions of descriptive text

Generic Structure	Function
Identification	Identifies the person, place, or thing to be explained
Description	Describes components, characteristics, and features

According to Doddy, Sugeng, and Effendi (2008, p. 119) the content is divided into two parts in the descriptive text: an identification and a description. The aspect of identity is the section where the text identifies or names the subject to be described. Parts, characteristics, and features are described in the description section. Text used for descriptions focuses on particular people. It often employs the simple present tense. Stanley and Sedlack (1992, p. 152) note that definition shows the existence of space-occupying items, whether objects, persons, buildings, or towns. This suggests that the object of descriptive writing is to express what something looks like to the reader.

In addition, Smalley, Ruetten and Kozyrev (2001, p. 66) encourages the use of sensory information to paint an image of a location, an individual, or an object through descriptive writing. In descriptive writing, the descriptions should be not only logically organized, but also vivid. We wish to offer the reader as realistic an image as possible, as

though painting with words; otherwise, the reader would have only a vague idea of what we are explaining. We have to inform them to making the details more apparent.

Moreover, D' Angelo (1980, p. 116) stated that description is a mental process, a way of perceiving objects in space and time. From the definitions above, the writer draws the conclusion that general traits of a description consist of: extensive use of sensory language (what is heard, seen, smelt, felt, and tasted; rich, vivid, and lively details and the use of action verbs). Descriptive writing can be used in the following respects: to make scenarios realistic and simple, to help readers experience a feeling, to share their emotions more explicitly, to bring characters to life, to communicate important concepts, and to help readers feel like they are in the scene. Therefore, when we compose descriptive work, these rules should be followed: (1) start by agreeing on an organizational form, spatial organization, for example, works extremely well if the information is specifically visual. Consider parts of the body whenever we identify an animal; (2) consider a point of view from which we can relate details; (3) describe the subject clearly; (4) use details to establish a great emotion or feeling regarding the subject; (5) rely on all five senses as we write: sight, touch, sound, taste, and smell.

3.2 Language Features

Writers use their comprehension of language features, grammar and the characteristics of written texts while writing to communicate. The length and structure of the text, the various sections of the text, and the coherent devices which relate the parts, such as the sequencing of paragraphs, are features of written texts. According to Jayanti (2019, p. 14) explains that a descriptive text uses:

3.2.1 particular nouns, such as “my vehicle,” “my new house,” “my dog,” etc. Using specific nouns gives readers a more concrete vision of what is being written about. It makes the passage more engaging and vivid.

3.2.2 simple present tense, as in “I live in a simple house”; “It is lovely”; “It has a lovely park”. Simple present tense is used to state description, definition, and statements of general truth.

3.2.3 detailed noun phrases that provide details on the subject, such as “I have a light-skinned girlfriend.” etc. Noun phrases often function as subjects and objects, as predicative expressions, and as the complements of prepositions.

3.2.4 adjectives, such as in “two powerful legs,” “sharp white teeth,” and other similar terms. Adjectives describe or modify another person, place or thing in the sentence.

3.2.5 related verbs used to indicate a subject's characteristics, for example, “It has really thick fur”, “is incredibly nice”, and so forth.

3.2.6 thought or feeling verbs used to communicate the writer's opinions on the subject, such as, “Police believe the suspect is armed,” “I think it's a smart animal,” etc.

3.2.7 Action verbs include examples like, “My cat eats mice” or “Our new puppy chews our shoes. Action verbs shows real activity that can be seen and heard.

Considering the explanations above, it was appropriate to execute the element in descriptive text, namely generic structure and language features. The generic structure consists of identity and description. However, the language has seven different characteristics. In the first, a particular nouns is highlighted in the description language. Simple present tense and detailed noun phrases are used in the descriptive text of the following step. Adjectives and related verbs used to indicate a subject's characteristics in the sentence. The last one incorporates feeling verbs and action verbs in its descriptive text. The researcher has compiled generic structure such as identification and description and language features in descriptive writing lesson plans by using haiku poems in order to make the completed paragraph. In this study, the descriptive paragraph structure consisted of introduction, body (identification and description) and conclusion.

4. Theoretical and pedagogical background of language learning strategies for descriptive paragraphs

Not only has the primary emphasis of language teaching changed to methods and approaches as a result of the change in language learning, but there is also a change in the educational environment towards a complex universal society that can influence learning. Language acquisition is now mostly based on its participants. They need to

become more fluent in their language abilities, especially in second or foreign languages. Therefore, different researchers have been inspired to perform inquiries into learning strategies. Four learning strategy categories outlined by Wenden and Rubin (1987); O'Malley and Chamot (1990); Oxford (1990); Oxford (2011) are as follows:

4.1 Learning strategies by Wenden and Rubin (1987)

Direct and indirect language acquisition procedures were the two primary categories separated by Wenden and Rubin (1987). Cognitive, metacognitive, communicative, and social strategies are included in these two categories.

4.1.1 Cognitive Strategies

Cognitive techniques demand that a new language is learned, transformed and synthesized by the mental method. Six methods of clarification, guessing, deduction, practice, memorization, and monitoring are categorized into these steps. They promote the focus, awareness, and retention capacity of the learners.

4.1.2 Metacognitive Strategies

Metacognitive approaches refer to cognitive operational awareness. Through planning, setting goals and self-managing, they help in maintaining or supervising the ability of language learning. O'Malley and Chamot (1990) state that "In fact, students without metacognitive approaches are learners without guidance and the ability to reconsider their progress, achievements, and future learning directions," (1983, p. 6, as cited in Wenden and Rubin, 1987, p. 23), highlighting the significance of metacognitive strategies.

4.1.3 Communication Strategies

The main purpose in interactive techniques is to engage in dialogue. For new language learners, these techniques are important, giving them an opportunity to participate in actual discussions. These methods can also improve the motivation of learners.

4.1.4 Social Strategies

Social methods encourage the ability for learners to introduce what they know and practice it with others. These strategies might be useful for beginners to practice having real discussions. Rubin also included listening to the radio, watching movies, and creating scenarios for communicating with friends, instructors, and native speakers on his list of activities that "provide opportunities for practice" in 1981.

4.2 Learning strategies by O'Malley and Chamot (1990)

O'Malley and Chamot (1990, pp. 44–45) accumulated information from interviews with experts and novices on psychological activities, as well as from an analytical examination of how reading and problem-solving are perceived. They divided the techniques into the three categories of metacognitive, cognitive, and social strategies.

4.2.1 Metacognitive Strategies

Thinking about the learning process, preparing for learning, monitoring of learning experiences, and evaluating learning outcomes are all examples of metacognitive strategies. These methods are employed in a variety of learning assignments:

- a) Selective attention: concentrating on particular educational aspects
- b) Planning: arranging spoken or written discourse
- c) Monitoring: assessing comprehension and monitoring production
- d) Evaluating: evaluating language production once the tasks are finished

4.2.2 Cognitive Strategies

Techniques focused particularly on learning are referred to as cognitive approaches. These techniques extend and strengthen learning. The following cognitive techniques are mentioned:

- a) Rehearsal: repeating the item names for recall
- b) Organization: grouping ideas or terms based on semantics or grammatical characteristics
- c) Inferencing: Using data to determine or predict what new items will indicate
- d) Summarizing: conveying knowledge that has been preserved in a concise way
- e) Deduction: employing grammar rules to comprehend language
- f) Imagery: using a visual representation to remember new knowledge
- g) Transfer: using existing linguistic information to assist in learning new language
- h) Elaboration: integrating new information with previously collected data

4.2.3 Social/Affective Strategies

Social and affective strategies are necessary for social engagement and affect regulation. These techniques support the learning of the students. They comprise:

a) Cooperation: working together with friends or others to discover a solution, review a message or receive feedback

b) Questioning: requesting additional examples, explanations, or rephrasing from instructors or friends

c) Self-talk: decreasing anxiety or tension by using mental discipline while completing tasks

4.3 Learning strategies by Oxford (1990)

Oxford (1990) introduced a new classification of more comprehensive and more systematic language learning methods. Oxford's (1990) learning methods are categorized into two collections: direct and indirect, based on the degree to which they are engaged in language learning.

Direct Strategies

Direct techniques use the target language and involve the language's mental processing specifically for various purposes. These include memory, emotional, and compensation techniques.

Indirect Strategies

Indirect methods facilitate language learning without specifically involving the target language. In all language learning conditions, these techniques are beneficial. Metacognitive, affective, and social strategies are some of these strategies. These techniques are divided into six divisions and 19 collections. They are described as follows:

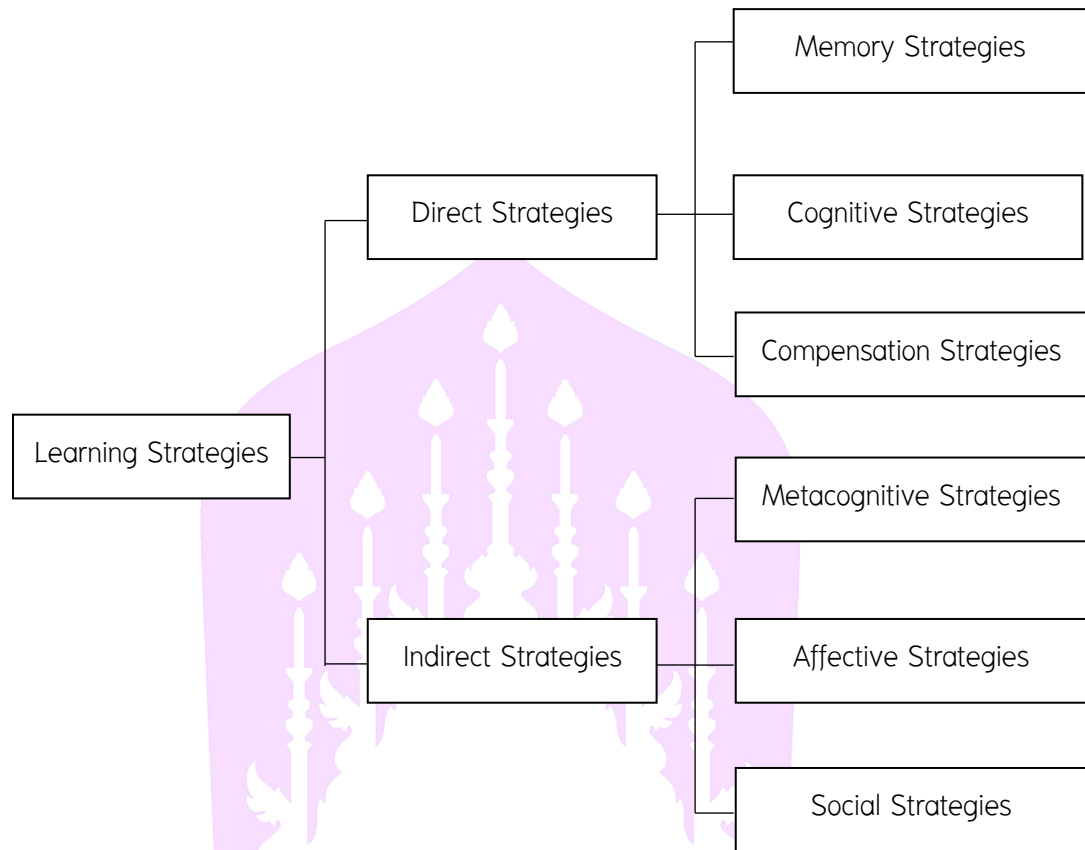


Figure 3 Overview of Learning Strategies by Oxford (1990)

4.3.1 Memory/ Mnemonics Strategies

Memory techniques, known as mnemonics, include interaction or association between memory materials or processes. Relevance and direct engagement with learners in meaningful ways are requirements for new knowledge or information. These techniques help students improve their talents, such as organizing new records, gaining new skills, and quickly accessing information. These memory strategy sets are shown below.

- 1) Creating mental linkages
- 2) Applying images and sounds
- 3) Reviewing well
- 4) Employing action

4.3.2 Cognitive Strategies

Cognitive methods are useful and frequently used when learning a language. They are used to practice the target language to reach a proper level of proficiency. Cognitive techniques include manipulating and changing the target language to boost the acquisition and understanding of learners, such as repeating, interpreting, translating, summarizing, and taking notes. Four strategy sets are listed as follows:

- 1) Practicing
- 2) Receiving and sending messages
- 3) Analyzing and reasoning
- 4) Creating structure for input and output

4.3.3 Compensation Strategies

Compensation approaches allows learners use their new language by wisely guessing, modifying, and coining terms for interpretation or development under the incomplete context of information. These techniques can be used not only by beginners, but also by intermediate learners as they encounter unfamiliar words or expressions. They are intended to compensate for the learners' low language skills or inadequate awareness in the present environment and in their new interactions. The two compensation strategy sets are discussed as follows:

- 1) Guessing intelligently
- 2) Overcoming limitations in speaking and writing

4.3.4 Metacognitive Strategies

Beyond the cognitive is the metacognitive. Learners evaluate their own learning process by preparing, arranging, paying attention to interesting aspects, and assessing themselves and strengthening their performance to monitor their own learning. Successful language learners make effective use of these methods. Three groups of metacognitive strategies are divided:

- 1) Centering your learning
- 2) Organizing and planning your learning
- 3) Assessing your learning

4.3.5 Affective Strategies

An affective variable includes feelings, motivations, ideals, and attitudes. These variables have an impact on both learning ability and learning goals. Affective strategies require self-reinforcement, an optimistic attitude, and relaxation to control such variables. Successful language learners are effective at using these techniques to manage their emotions and stress while learning. The following are three technique sets for affective strategies:

- 1) Reducing your anxiety
- 2) Encouraging yourself
- 3) Checking your emotional experience

4.3.6 Social Strategies

In language learning, social techniques are important. Learners use them to complete their assignments and improve them. Since language is a type of social competence, learning a language requires interactions with or among individuals. Through learning, questioning, and cooperating with others, these techniques offer ways to develop language skills:

- 1) Asking questions
- 2) Collaborating with others
- 3) Developing sympathy for others

It can be inferred, based on the theory above, that the theoretical and pedagogical background of descriptive paragraph language learning strategies can be divided into the four types of strategies, namely cognitive strategies, metacognitive strategies, affective strategies, and social strategies. Cognitive techniques demand that a new language be learned, transformed and synthesized by mental processes. These methods increase and promote learning. Metacognitive techniques includes thinking by planning, achieving priorities and self-management of the learning process. Affective techniques can empower writers to build optimistic feelings and attitudes to achieve their objectives. In order to acquire and internalize language, social techniques are known to be the central mechanism of language acquisition that includes social interaction. As a result, in this section, the researcher has compiled some of direct and indirect strategies as well as the four stages of descriptive

writing activity through haiku poems, which might be beneficial for those who are not accustomed with this concept, and may help them (especially those who are EFL student writers) boost the acquisition and understanding of target language and improve their writing skills.

5. Descriptive Writing Strategies

There are many types of descriptive composition used in teaching, such as Gould and Gould 's models (2010); Graham, Harris and Mason (2007); Spencer (2005); Peha (2003, p. 47); many others. Many studies have placed a great deal of focus on the paragraph because it has been used as a successful guidance tool that allows learners to develop their ability to write (Bagheri and Zare, 2009; Abbuhi, 2011; Saedi and Sahebkhair, 2011; Russell, Wilkowski and Deutsch, 2014).

5.1 The Four Square Writing Model

According to Gould and Gould (2010), the Four Square Writing Model was discovered to be a simplified graphic organizer for teaching school children to write. Four-square writing is a technique that is applicable across grade levels and curriculum areas for teaching basic writing skills. The Four Square Writing Model is also a learning exercise used to strengthen the understanding of language by having a personal connection with expressions in the sentences or paragraphs.

The Four Square Writing Model for a writing session can be represented by a diagram. The topic or topic sentence goes into the organizer's middle, while three supporting ideas or phrases go into three of the outer squares. Finally, the final box ends with a wrap-up sentence. The design of the FSWM can be seen in the following figure:

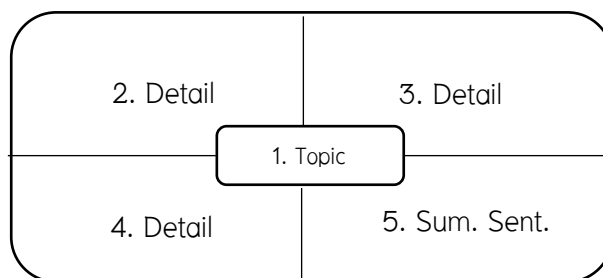


Figure 4 Design of FSWM

Remarks: (2, 3, 4) are examples, details, or definitions of (1) the topic. (5) is the wrap-up sentence which includes all the ideas from the other 4 squares.

Frayer and Peters (2000) have found that the Four Square Writing Model is a consideration of procedure structures in the graphic or spatial organizer. The topic of a paragraph should be familiar and reflect on the expectations for learners studying in the writing process. The structure encourages the teacher to have a clear understanding of what students want to discuss in the activity and propose the Four Square Writing Model to the students. For the instruction, direct and indirect instruction and included tool and material for using Four-Square organizer to determine the terms for the Four-Square everyday work in writing should be of additional significance in the execution of the Four Square Writing Model. And the meaning of choosing the words for the Four-Square organizer using, this approach makes the central of the students in their classroom work for the Four Square organizer to use. The students acknowledge that doing so is based on Four-proven Square's best practice instruction.

Gould and Gould (2010) explained that at the beginning of the school day, the Four Square Writing Model can be deliberately planned and scheduled so that students have maximum opportunity during their day to continue, improve and support their talents with their abilities and expertise. The Four Square Writing Model is necessary to promote the language and literacy learning that students begin to do and are interested in doing.

The Four Square Writing Model can be used to overcome the complexities of learning. That means the students could be engaged in the Four Square Writing Model

(FSWM) prepared to learn the subject of writing. Giving the materials with significance to the appropriate Four Square Writing Model in the class and writing process.

5.2 PLEASE Method

Similarly, Graham, Harris and Mason (2007) argued that the “PLEASE” method was created to resolve particular paragraph writing problems, most of which apply to prewriting preparation, composition, and paragraph revision. This method has students work along the following steps:

Step 1. Pick: The mnemonic’s first step reminds students to select the topic, audience, and type of paragraph they wish to compose.

Step 2. List: The second stage reminds students to create a list of suggestions in their writing that they intend to use.

Step 3. Evaluate: Students review their list at this point to see if it is complete or if further suggestions are to be included. After they finish the assessment, the concepts are sequenced or arranged.

Step 4. Activate: By creating a subject statement, students activate the paragraph.

Step 5. Supply: By using their list of suggestions, students produce sentences that complement the topic sentence. They are supposed to translate each concept into a sentence and, where necessary, expand on it.

Step 6. End: The mnemonic’s final step reminds students to finish their writing with a conclusion. By revising their proposals and deleting their errors, students are also required to assess their work.

5.3 SFV Model

Spencer (2005) indicated that the most detailed explanation of descriptive writing techniques for EFL learners is provided by the SFV Model (sensory details, figurative language, and vivid words). First, it is sensory details. The five senses of sight, sound, taste, and smell are considered sensory details. The use of sensory details in writing allows the readers visualize the real objects being described as if they could touch, see, hear, and smell them. Additionally, it uses figurative language. Metaphor, hyperbole, similes, and personification all related to figurative language. Lastly, it is vivid words. Vivid words

are specific modifier in the sentence. SFV is a strategy in teaching descriptive writing that consists of three processes which are free writing, whilst writing, and post writing. In free writing, brainstorming will be collaborated with mind mapping. In whilst writing, SFV (sensory details, figurative language, and vivid words) will be applied. Meanwhile, there are two activities in post writing; revising and presenting the arranged text.

In free-writing, teachers guide students to brainstorm ideas starting from finding main ideas until developing the main ideas into supporting details. Firstly, the students are given guidance to create a list of ideas and details related to the subject being discussed. The focus is on neither the grammar nor selecting major and minor details; it is only about exploring what to write since finding ideas is challenging if students are not accustomed in writing. In other words, the goal is to accumulate raw material about the subject.

In whilst-writing, students are guided by teacher to explore sensory details. Sensory details involve the human five senses, such as see, sound, smell, taste, and touch. After that, the list of sensory details is described by using figurative language. Lastly, teacher asks students to use vivid words in describing the object.

In post-writing, feedback is given by teacher after the writing task has been completed. In this stage, mistakes and errors are highlighted and corrected, and suggestions for improvement are provided. Furthermore, teacher can ask students to do collaborative work by giving correction and feedback to their classmates. In revising the text, it may not finish at once because the students may revise, re-plan, redraft, and edit again their writing before they represent it in front of the class. After all the revision has been done, the teacher asks students to read aloud their writing to their classmates, whether in front of the class or in a group.

5.4 Draw Label Caption Technique

Peha (2003, p. 47) proposed the Draw Label Caption (DLC) technique as a writing strategy that uses a three-step approach: draw, label and caption. DLC is an exercise that encourages the author to produce, create, and coordinate their concept. This technique motivates the writer to identify his or her thoughts, according to William (2011, p. 1). This implies that the DLC method can help students learn to write and provides an alternative method for taking a pre-writing idea and developing it into a paragraph or

an essay. In other words, students first draw pictures to brainstorm their ideas relating to a topic. The students are then asked to give their drawing names; they are permitted to label anything that is considered important to them. Finally, based on their label, they will make sentences under their pictures; these explanations are known as caption. This technique teaches not only how to sketch, label and caption ideas, but in order to construct a good essay, it can be used to create several paragraphs.

The descriptive writing methods above begin with brainstorming and mind mapping strategies that students can use to create their ideas. The teacher then asks the students to explain a topic that will be written by students. The teacher can accept any and all student suggestions. First, the teacher asks the students to come back with some unstructured ideas related to the topic. On the whiteboard, they compose a topic list. The teacher then asks the students not to judge the ideas yet, but just to contribute. The teacher then encourages the students to share any more ideas. And again, the teacher reviews the ideas that the students list. The teacher invites the students to write their first drafts. Finally, the teacher facilitates the students in adding new ideas to continue the process of writing. The following table outlines each of the significant issues with details discussed afterward

Table 3 Approaches to Teaching Descriptive Writing Strategies in EFL Classes

Approaches to Teaching Descriptive Writing Strategies in EFL Classes			
Gould and Gould (2010)	Graham, Harris and Mason (2007)	Spencer (2005)	Peha (2003)
Four-Square Writing Model	PLEASE strategy	SFV Model	Draw Label Caption Strategy (DLC)
Implementation of Strategies			
Step 1) A large square is drawn, and divided into four smaller squares of	Step 1. Pick: Students choose the topic, audience, and type of paragraph they want to	1. Free Writing: teachers guide students to brainstorm ideas	1. Draw: The students pick the topic. After picking the topic

Table 3 (Cont.)

Approaches to Teaching Descriptive Writing Strategies in EFL Classes			
Implementation of Strategies			
the same size. A square or box is drawn in the middle of the main square.	compose. Step 2. List: Students create a list of suggestions in their writing that they intend to use.	starting from finding main ideas until developing the main ideas into supporting details.	they draw a sketch. 2. Label: Students create one or more words in their drawing.
Step 2) The students are asked to write a topic sentence in the center square.	Step 3. Evaluate: Students review their list to see if it is complete or if further suggestions are to be included. After they finish the assessment, the concepts are sequenced or arranged.	Firstly, the students are given guidance to create a list of ideas and details related to the subject being discussed	They use lines to connect their labels with the things they are labeling.
Step 3) After that, the students write supporting sentences in the top left square, the top right square, and the bottom left square that explains the main ideas in the center box.	Step 4) Activate: By creating a subject statement, students activate the paragraph.	2) Whilst Writing: students are guided by teacher to explore sensory details. After that, the list of sensory details is described by using figurative language. Lastly, teacher asks	3) Caption: Students write one or more sentences from their sketch underneath the picture.
Step 4) The last step, the students make a conclusion or summary in the bottom right square.	Step 5) Supply: By using their list of suggestions, students provide sentences that complement the topic sentence. They are supposed to translate each concept into a sentence and, where necessary, expand on it.		4) Description: For the last step, turn those sentences into a good paragraph to create a good essay.
	Step 6) End: The		

Table 3 (Cont.)

Approaches to Teaching Descriptive Writing Strategies in EFL Classes	
Implementation of Strategies	
mnemonic's final move reminds the students to finish their writing with a conclusion. By revising their proposals and deleting their errors, students are often required to assess their work.	students to use vivid words in describing the object. 3) Post writing: feedback is given by teacher after the writing task has been completed. Furthermore, teacher can ask students to do collaborative work by giving correction and feedback to their classmates. After all the revision has been done, the teacher asks students to read aloud their writing to their classmates, whether in front of the class or in a group.

There are similarities between the descriptive writing strategy models of Gould and Gould (2010), Graham, Harris and Mason (2007), Spencer (2005) and Peha (2003, p. 47). Step 2) in the FSWM is similar to the first steps “Pick” and “Draw” from the PLEASE Method and DLC Techniques. The activity of “free writing” in the SFV Model is similar to “List” and “Label” in the PLEASE Method and DLC Techniques, respectively. Step 3 of the FSWM is similar to steps 3 to 5 (evaluate, activate and supply) of the PLEASE Method, the SFV’s “Whilst Writing”, and the steps “Caption” and “Description” of the DLC Technique. Finally, the last step of the FSWM is similar to Step 6 (end) of the PLEASE Method and Step 3 of the SFV Model consisting of revising and presenting activities.

In this study, the researcher mentioned four approaches toward teaching a descriptive writing class. Considering that FSWM is suit to apply in pre-writing stage, the researcher applied the FSWM in organizing ideas stage, namely planning and mind-mapping. Thus, the implementation of FSWM in organizing ideas stage in product-process based approaches combination is expected to help students organize their ideas in order to compose a written product which suits to its social function, generic structure, and linguistic features. Besides that, PLEASE strategy provides cues to help students remember and apply activities involved in the process of planning and writing. It also supports the use of mnemonic device which will help students remember a new thing, in this case is the step of writing. Therefore, the implementation of PLEASE in teaching writing is appropriate for students who have high linguistic intelligence. In addition, SFV Model provides the most detailed description of descriptive writing strategies for EFL learners. The three processes which is free writing, whilst writing and post writing used in this study. Similarly, Draw Label Caption Technique can help the students brainstorm before writing a functional story. Moreover, this strategy will lead the students to convey their ideas easily and introduce new vocabulary or review vocabulary.

With guidance from the above approaches, the researcher also defines four stages of the descriptive writing process namely Preparing for Pre-writing (P), Acquisition Whilst Writing (A), Practicing for Post-writing (P) and Assessing for Writing Outcome (A). In the pre-writing process, brainstorming and mind mapping methods are implemented. The descriptive writing elements are explained in detail whilst writing. The post-writing

process involves the processes used to edit and share. The last stage assessing for writing outcome includes evaluation and publishing the essay after writing is finished. The illustration of the writing process adapted from Spencer (2005) is presented in Figure 4 as follow:

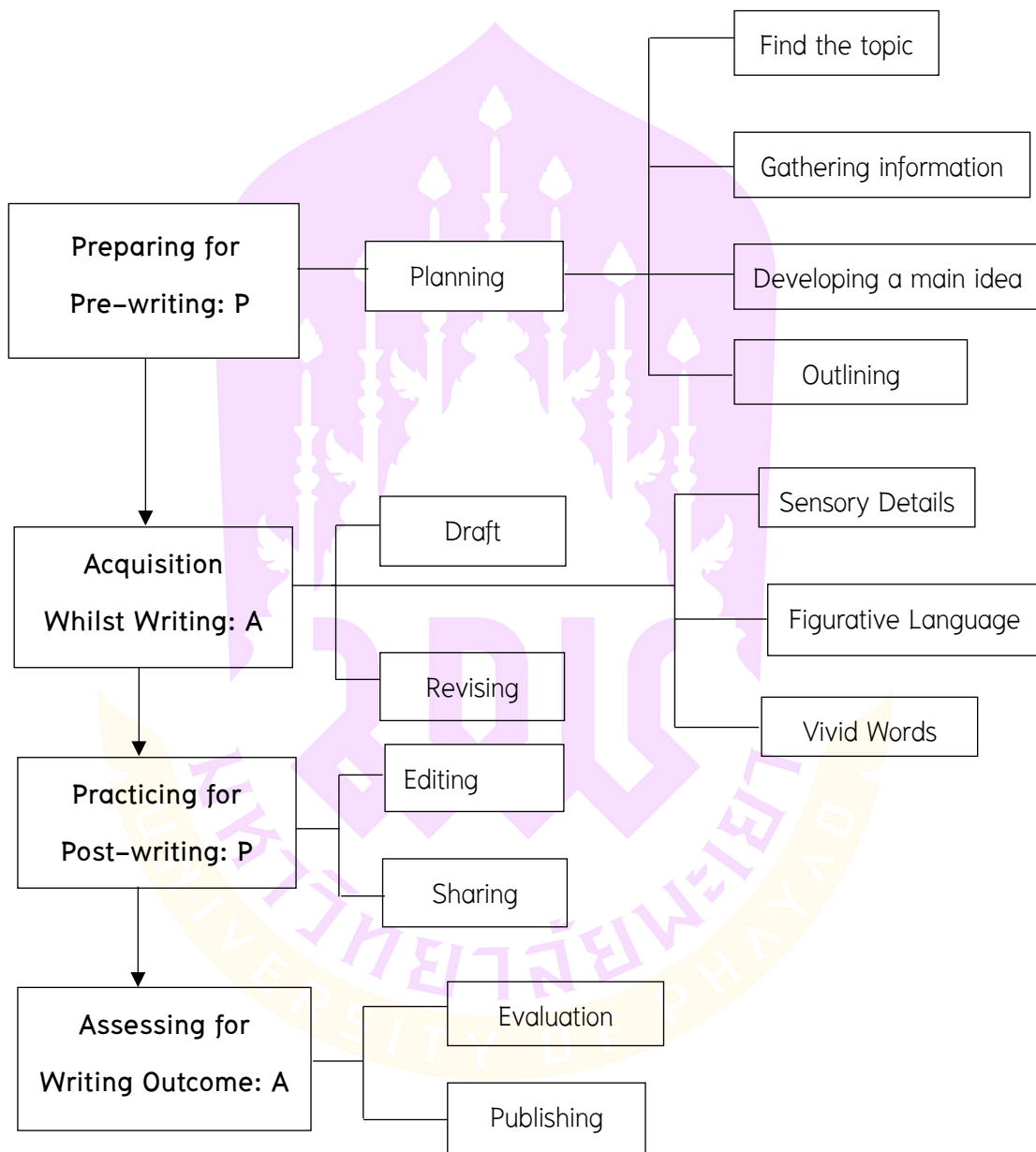


Figure 5 Descriptive Writing Model

Source: adapted from Gould and Gould (2010); Graham, Harris and Mason (2007); Spencer (2005) and Peha (2003).

The following paragraphs explain the descriptive writing model from the figure above.

1. Preparing for Pre-writing: P

Pre-writing activities help writers develop concepts and outline plans, strategies, brainstorm to identify the topic, organize the information, and also use diagrams to chart their thoughts. Williams (2003, p. 108) notes that, before they start writing, prewriting is the thinking and reflection on what effective writers introduce. Without regard to spelling, grammar or topic, most writers write continuously for a given amount of time.

1.1 Planning

The process of planning is considered as a basic for kinds of writing, reading, thinking and learning. It is also viewed as an activity that encourages people to write. This stage will stimulate us to generate and gather information for writing and this stage can be done through these following questions:

Who is the audience?

What is the role of the writer regarding the audience, insider or outsider?

What is the paper's aim; that is, what is it intended to do?

What is the paper's purpose; that is, why is it written?

What is the most acceptable kind of organization?

Which conventions of writing are going to govern the text?

Is research required for the paper? If so, what type and how much?

(Williams, 2003, p.114)

These tasks consist of identifying the topic and then gathering details, creating a main idea and outlining what they have to tell about the topic.

1.1.1 Find the topic

Finding a topic creates a focus for a written text. A single issue that will be the topic of the paragraph should be selected. A paragraph's arrangement is sometimes comparable to how a paper is established. The main idea of the paragraph is offered by the topic sentence, just as a thesis statement provides the main idea of a paper at the essay level. The subject is then followed by the rest of the paragraph.

1.1.2 Gathering information

Gathering Information describes the process of acquiring knowledge. It is not the knowledge itself. When a portion of a story focuses on learning, it is the gathering of an education that is of concern, not the education that ultimately has been gathered. Gathering Information need not be an academic endeavor. One could learn to communicate one's emotions or to learn about love. It's easier to gather information once the writers have a relatively narrow topic. Gathering information does not even need to involve new information, as often one actually learns from a particular viewpoint or from a new approach when looking at old information. As long as the emphasis is on the method of gathering knowledge or learning, the operative word is acquiring information.

Brainstorming, reading from sources to gather information of the topic, research, lecture notes and interviewing an individual who deals with the topic were a way of gathering ideas about a topic. They are about writing down every idea that comes to your mind whether they are good or silly, useful or not. These methods will stimulate us to generate and gather information for writing

1.1.3 Developing a main idea

Through idea development, a developer or creator is able to flesh out their ideas and come up with concepts that can be implemented in real world situations by understanding people's needs and problems. Idea development/optimization is a step-by-step process through which a pool of ideas is refined by identifying the specific elements of an idea that create the greatest impact. Idea development is simply about implementing different ways of exploring ideas and composing solutions that best solve the problem in the most effective manner. When writers continue to realize key concepts, the meaning of the information is better understood, which further enhances their comprehension of those main ideas.

1.1.4 Outlining

A map of a text's structure is an outline. In the writing process, it is a wonderful instrument used to better coordinate thoughts, visualize the future layout of documents, and to really flesh out and create points. It requires the writer to consider how knowledge can be related to support the thesis statement and the paper's statements.

An outline offers a space for the writer to quickly consider concepts without having to write whole paragraphs or sentences.

2. Acquisition Whilst Writing: A

This stage has two parts includes drafting and revising.

2.1 Drafting

Draft is the process in which you create a full first iteration of a piece of work in the writing process, although it's not the final version. One of the few influential factors of an effective drafting process is discipline (Williams, 2003). Discipline refers to writing assignments tailored to the genres of a specific discipline or field. It helps make writing assignments more meaningful by connecting them to real-world situations. Thus, students need to coordinate their time and schedule it. Flexibility is another significant aspect (Williams, 2003). Flexibility is the ability to adapt to situations, expectations, or demands. Many aspiring writers feel that their first draft should be perfect, so instead of focusing on how to put their ideas on paper, they spend too much time thinking about sentence structure and punctuation. When producing a draft, some student writers may have a great concept and become so concerned with how to convey it through words that they overstate it or improve it in an uninteresting way. Students should be mindful that first drafts don't need to be really well-organized. Basically, the initial draft should outline the subject of the issue. The author should have written a "rough draft" at the conclusion of this stage of the writing process. In drafting, the techniques of sensory detail, figurative language and vivid words are implemented.

2.1.1 Sensory details

Sensory awareness is generated by references to the senses of sight, sound, taste, smell, and touch. Readers with sensory awareness will visualize the actual objects described as though they could touch, see, hear, and smell them (Suriyanti and Yaacob, 2016, p. 76).

2.1.2 Figurative language

Similes, metaphors, hyperbole, and personification, on the other hand, create figurative language. Similes use terms "like" or "as" to compare two separate characters, places, or objects. Metaphors are similar to similes, but they lack the words

“like” and “as” and are direct comparisons. For example, “In my class, Anna is a flower.” The word “flower” seems to have a beautiful connotation. Personification, for example, “his pen dances on his book,” is to assign human attributes to something that is not human. The word “dance” indicates a personal quality, while the word “pen” represents object as though it were alive. (Suriyanti and Yaacob, 2016, p. 76)

2.1.3 Vivid words

Distinctive words in descriptive writing are known as vivid words. For example, the word “car” in the sentence “the car is expensive” is not vivid enough; thus, we must substitute “the red proton car” to make the sentence more vivid because it clearly elaborates the attributes of the car in greater detail. Using vivid words can make descriptive writing more engaging and energetic for students (Suriyanti and Yaacob, 2016, p. 76).

2.2 Revising

The draft is carefully inspected and the points utilized are rearranged during revision, which is another crucial step. In order to revise, writers must understand their own position in relation to the subject as well as the role of their readers. The ability to rewrite successfully is dependent on acknowledging the reader's intention of reading the written paper. New points are inserted at this time, and certain points are substituted or deleted depending on the requirements. However, revision is necessary to make the writing's presentation attractive and coherent.

3. Practicing for Post-writing: P

Typically, after writers have written a script, they read what they write and see where it operates and where it doesn't. It's likely that the knowledge isn't in the proper sequence. They will either rearrange the paragraphs or compose a new introduction. For a specific sentence, they may use a different wording. Before focusing on details including individual words and grammatical accuracy, more experienced writers prefer to consider issues of greater context and general form. The latter two are necessary essentials, and they are frequently addressed later in the process. Sharing and editing are involved in this procedure.

3.1 Editing

One of the most challenging aspects of writing is, to some extent, editing. One theory is that many teachers incorrectly believe that style errors have no influence on student writing (Williams, 2003). As a result, many students are unsure of how to edit. Another theory is that editing takes reasonable effort. Many students make the error of equating writing to speaking, which is easy to develop and communicate and takes little consideration (Williams, 2003). One effective way to assist student authors in editing is to include exercises in which they review each other's papers in class. This can help them become more consistent in their assignments. In order to fulfill the standardization of the written text in English, the writer often needs to define the tone of the writing and review certain aspects of writing such as spelling, grammar, punctuation, sentence structure, document format and other items. However, editing is the stage at which writers will alter both their lines and their composition. It's best to get the writing edited by others.

3.2 Sharing

In sharing written work, the students and the teacher work together to achieve a complete written text. As the text is formed, the teacher serves as a scribe, prompting, challenging and encouraging the learners. Since the teacher notes the text, it is generally more difficult than what the students might be doing on their own. As such, when the teacher records their feedback, the students will concentrate on making sense. The coherence and continuity of the writing, the inclusion of required detail and meaning, and the linguistic structure and characteristics of the written piece's genre can all be illustrated.

4. Assessing for Writing Outcome: A

In this process includes evaluation and publishing.

4.1 Evaluation

Evaluation is the step in which we evaluate our students' writing for performance reasons, we can show how effectively they wrote and when they made mistakes, and we can assign ratings. Assessment by peers and/or teachers is critical. Peer assessment and proofing not only encourages the writer to see mistakes, but also allows the evaluator to get another viewpoint on the issue. Peer assessment, like the other steps,

requires time to learn. The teacher will need to revisit and evaluate relevant input, based on the students' ages and ability, while stressing the significance and intent of the assessment stage.

4.2 Publishing

Publishing refers to the achievement of making a finished publication publicly available (Williams, 2003). Making a public paper can entail reading it aloud or posting it on a bulletin board or somewhere else so other students in the class can read it freely. Writing is not a personal matter; it is a communal activity, and the written text is normally intended to be read by everyone. Students should be allowed to use technology, art, music, or other modes of expression to present their completed writing task. To integrate this into a writing lesson, the teacher can publish the students' writing in the media (Ibid.), such as by creating an illustrated book or comic strip, writing series, school or community newsletters, school or class journal, or using ICT media such as students' blogs (Akdağ and Özkan, 2017). Internet applications that promote English writing include Edmodo (Purnawarman, Susilawati and Sundayana, 2016) and Project Ibunka (Watanabe, 2007). The publishing stage also focuses on the fact that students work with secondary levels and allows others to complete the task.

Students can access the elements of this descriptive writing method using a descriptive writing model. Students may describe a topic sentence, generate data, create main concepts and outline them in pre-writing. While writing, students can use sensory explanations to give more information to sentences. The elements of a descriptive paragraph are broken down into sections of the descriptive writing lesson. Then, using recently acquired skills, learners are provided opportunities to compose. The students also explain how to edit and share certain writing mistakes in order to make things more clear and cohesive. Students should read their work and analyze the errors or weaknesses they find so that they can develop their editing skills. To let readers know what the authors want to write about, they can read their writing aloud in front of their classmates. Students can benefit from reading aloud and it will help them identify errors in their writing. Interactive discussions can help students develop their English proficiency. Finally, each item is independently tested. Evaluation is the examination approach which gives an overall view

of the results of a particular item, facility, organization or others. Students should be allowed to present their completed writing assignments using technology, art, music, or other modes of expression. Before submitting the written text to the publisher, it should be finished. Each writer's goal should be to publish his work and reach out to readers.

6. The role of process based approach on EFL descriptive paragraph writing

One of the elements of the methodology that can be incorporated into the processes of teaching and learning writing is a descriptive paragraph. The purpose of this section is to discuss the efficacy of the methods that have been discovered to produce writing. The process-based approach differs from the product-based approach in several respects. First, in the product-based approach, the learner is expected to function as a skilled and knowledgeable user of the language as a result of the learning process. In contrast, the process-based approach emphasizes the process by which writers compose texts (Nunan, 1991). This approach allows students to conduct their own writing by providing them with an opportunity to think as they compose (Brown, 2001, p. 336). Hasan and Akhand (2010, p. 79) argue that a process-based approach relies on a variety of classroom practices that facilitate language learning, such as brainstorming, group discussion, and rewriting. The process-based technique can benefit from the characteristics of written language. According to Brown (2007, p. 392), this approach is an attempt to take advantage use of the properties of written language (it may be created and given an infinite number of modifications before publication, unlike dialogue), giving students the opportunity to think as they write. Writing can be taught as a process of self-discovery, and Reid (2001) introduces the most remarkable strategy, calling it "the expressive approach," in which writers express their emotions in a motivating environment.

The second argument is internal to the learners' abilities. Brown (2001, p. 335) argues that the approach to the process is useful for learners of language learning because they are language developers; they need to place emphasis on content and message to understand their own real motivations. When learners have their own implicit motivations, language skills are learned more efficiently. According to Raimes (1983, p. 10), in the process-based approach, students do not write in a specified period and then hand in an essay on a particular topic; instead, they examine a topic by writing. Furthermore,

the approach is important to students because it provides a greater focus on the multiple tasks in the classroom. This is believed to foster the development of technical language skills, and the process-based approach to writing has succeeded in a number of interesting classroom techniques, such as conferencing (Nunan, 1991, pp. 86–87). In writing classes, students share input or responses or collaborate to write a paragraph or an article using a variety of community activities. According to Suriyanti (2016), students already know what they want to do, which makes using the process-based approach to teaching descriptive writing advantageous. Additionally, if teachers use the process-based approach consistently, students will be able to apply and advance their knowledge.

Cognitive and metacognitive methods are crucial for language acquisition, according to several scholars, including Oxford (1990); Gaskins and Elliot (1991); Matsumoto (2006). Students can easily apply what they obtain in the target language by practicing, analyzing, and developing a framework for summarizing it (Oxford, 1990). Metacognitive techniques are used by successful language students as guidance for preparing, monitoring, and reviewing their learning experience (O'Malley and Chamot, 1990); Oxford (2011) proposed that by generating optimistic feelings and attitudes, affective techniques could inspire writers to achieve their assignment. As a consequence, affective techniques are taken into account in this model. Since writing is a form of communication that requires social contact in order to absorb and internalize the language, social strategies are often regarded as important mechanisms in language teaching (Simeon, 2016).

From this writing process approach, when students can effectively imagine an object and write it as a descriptive paragraph, a descriptive writing challenge can occur. Students were inspired to write better because process writing highlighted concept creation, proofreading, and editing. Brown (2001, p. 335) also claims that the process approach is advantageous to students in language learning because students are the creators of language, they need to focus on content and message, and their own intrinsic motives are valued. This clearly demonstrates that a process-based approach is beneficial to students because the approach focuses more on the various classroom activities. This is believed to promote the development of skilled language use, and a number of interesting classroom techniques, including “conferencing”, have emerged from the process approach to writing

(Nunan, 1991, pp. 86–87). When various group activities are utilized in writing classes, the learners exchange comments or responses, or work together to write a paragraph or an essay. The following section further evaluates students' descriptive paragraph writing skills. The descriptive writing strategies are illustrated in Table 5. Each stage of the writing process involves a technique framework as well as a description.

Table 4 Writing Strategies in descriptive paragraph writing

Preparing for Pre-writing: P		
Planning		
	Writing Strategies	Descriptions
Cognitive Strategies	Translating	Outlining in Thai and translating into English
Metacognitive Strategies	Summarizing and connecting with previously published material	Using prior information to connect to the topic they will be writing on
	Paying attention	Spending 20 to 30 mins planning while concentrating on structuring ideas
	Finding out about language learning	<ol style="list-style-type: none"> 1. Searching for content to use in an essay on the given issue 2. Having a discussion with others on the topic 3. Creating a writing vocabulary and grammar structure
	Organizing	<ol style="list-style-type: none"> 1. Creating an outline 2. Grouping concepts 3. Ordering concepts
	Establishing a language task's purpose	Reading the instructions carefully to determine the writing's topic, purpose, audience and form

Table 4 (Cont.)

Preparing for Pre-writing: P		
Planning		
	Writing Strategies	Descriptions
	Preparing for a language task	Developing a plan for completing the writing
	Self-evaluating	Considering the preparation and completion of writing
Affective Strategies	Using progressive relaxation, deep breathing, or meditation	Relaxing while planning
	Making positive statements	Motivating oneself to complete an outline
Social Strategies	Listening to one's body	Listening to feelings during planning
	Cooperating with peers	Distributing a draft to friends
	Collaborating with native speakers of the new language	Discussing with teachers to get planning ideas
Acquiring for Whilst Writing: A		
Draft		
Cognitive Strategies	Repeating	Using the same sentence structures
	Formally practicing the writing system	Using new sentence patterns in writing for practice
	Practicing naturalistically	Managing to practice writing on a routine basis
	Translating	1. Drafting in Thai first, then translating into English 2. Using a dictionary to search for unknown words

Table 4 (Cont.)

Acquiring for Whilst Writing: A		
Draft		
	Writing Strategies	Descriptions
Metacognitive Strategies	Paying attention	Focusing on writing
	Finding out about language learning	Acquiring further knowledge while writing
	Seeking practice opportunities	Having optimistic views about writing
	Self-monitoring	Correcting grammatical mistakes and vocabulary while writing
	Self-evaluation	Evaluating the draft's development
Affective Strategies	Using progressive relaxation, deep breathing, or meditation	Taking a short break while writing
	Using poems and songs	Listening to poems and songs while writing
	Using laughter	Relaxing by watching amusing videos or browsing the Internet
	Making positive statements	Boosting one's own motivation to keep writing
	Rewarding oneself	Rewarding oneself for continuing to write
	Listening to one's body	Recognizing emotions whilst writing
Social Strategies	Cooperating with peers	Discussing the concepts with friends
	Cooperating with proficient users of the new language	Enlisting knowledgeable friends to assist with grammar and vocabulary

Table 4 (Cont.)

Acquiring for Whilst Writing: A		
Revising		
	Writing Strategies	Descriptions
Cognitive Strategies	Formally practicing the writing system	Practicing sentences in writing
	Translating	Using dictionaries and online tools to check some mistakes in the writing
Metacognitive Strategies	Paying attention	Concentrating on draft revision
	Planning for a language task	Planning the ways to edit the written work
	Self-evaluating	Checking coherence and relevance of the writing
Affective Strategies	Rewarding oneself	Rewarding oneself with a variety of tasks and foods after finishing revising
	Writing a language learning diary	Using a diary to express feelings and what has been learned
Social Strategies	Asking for correction	Seeking someone to proofread writing to catch some mistakes
Editing		
Cognitive Strategies	Formally practicing the writing system	Checking and sentences in writing
Metacognitive Strategies	Self-monitoring	Correcting grammar, vocabulary, ideas, and organization after finishing the writing

Table 4 (Cont.)

Practicing for Post-writing: P		
Editing		
	Writing Strategies	Descriptions
Affective Strategies	Using deep breathing, meditation, or progressive relaxation	Taking a break while editing
Affective Strategies	Rewarding oneself	Rewarding oneself with a variety of activities and songs after completing the editing
Social Strategies	Cooperating with native speakers	Enlisting the assistance of knowledgeable peers or teachers for editing
Sharing		
Cognitive Strategies	Self-monitoring	1. Highlighting important parts of the text in a group 2. Defending or debating a point of view
Metacognitive Strategies	Responding to engaging questions	1. Using questions to engage students 2. Asking questions and giving feedback to the instructor for clarification or extension of learning
Affective Strategies	Take emotional temperature	Talking to friends about feelings when writing paragraphs
Social Strategies	Cooperating with peers	Sharing work with peers for feedback, discussing reactions in small groups, and presenting an overview to the class
	Creative opportunity for practice	1. Conversing with foreign teachers and friends

Table 4 (Cont.)

Practicing for Post-writing: P		
Sharing		
Writing Strategies		Descriptions
		2. Simulating real conversations in English
Assessing for Writing Outcome: A		
Evaluation		
Cognitive Strategies	Creating structure for input and output	Taking notes and summarizing by using what has been learnt to express one's own ideas and creative thinking
Metacognitive Strategies	Self-Evaluating	1. Creating a student questionnaire to organize or collect information 2. Identifying the strengths and weaknesses within the writing
	Self-monitoring	Evaluating or assessing quality of paragraph writing
Affective Strategies	Rewarding oneself	Giving oneself a reward or treat when one does better in paragraph writing
	Lowering anxiety	Encouraging oneself to speak and read English paragraphs despite fear of making a mistake
Social Strategies	Cooperating with others	Asking for opinions from native speakers
	Asking questions	Making an assessment form to evaluate a paragraph

Table 4 (Cont.)

Assessing for Writing Outcome: A		
	Writing Strategies	Descriptions
Publishing		
Cognitive Strategies	Creating structure for input and output	Creating an illustrated book or comic strip, a collection of writing, a school or class newspaper, a school or class magazine, or even a student blog using ICT media
Metacognitive Strategies	Reflecting	1. Completing an assignment on a piece of paper of one's own 2. Discussing how much change has happened in learning since the last class
Affective Strategies	Rewarding oneself	Rewarding oneself with a prize after finishing a paper
Social Strategies	Cooperating with proficient users on the Internet	1. Sharing the finished paper online with its intended audience 2. Asking for a satisfaction rating from readers

7. The factors influencing students' writing ability in descriptive paragraph

It is difficult to distinguish the factors that influence students' descriptive paragraph writing skills from those that influence learning in general. However, writing in a foreign language is challenging. There are various factors that affect EFL students in developing their writing skills. Factors that affect student learning outcomes can be classified into two, namely external factors and internal factors. Slameto (2010, pp. 54–60) states that the influential factors in learning are as follow:

7.1 Internal factors

Internal factors are those that come from the individual student which include psychology, interests, talent, and motivation.

7.1.1 Psychology

Psychological factors are those factors of habits or experiences that students have. The more accustomed to writing, the better the students' writing skills and quality will be.

7.1.2 Interests

Interest has a great influence on students' writing skills, because if the subject matter and material being studied are not in accordance with the student's interest, the student cannot develop his writing skills properly. One way to increase students' interest in writing is to provide them with themes related to their lives and needs.

7.1.3 Talent

Talent is a person's ability to learn. Talent can affect students' writing skills, because if students have talent in writing, they will be more active in developing their writing skills and be able to do various writing tasks well.

7.1.4 Motivation

Motivation is a condition contained in a person that encourages him to carry out certain activities in order to achieve a goal. In the learning process, it is necessary to pay attention to what can encourage students to be motivated in developing their various skills, for example providing motivation to students in the form of prizes when they have finished writing.

7.2 External factors

External factors are those that come from outside the individual, namely the conditions in the environment around students and supporting facilities such as smartphones, laptops, books and others. There are external factors that can influence student writing:

7.2.1 Family

Family conditions greatly affect the success of children. The way parents teach their kids, the economic status of the family and parental guidance can affect a child in learning.

7.2.2 Environment

If a child lives in a community which consists of well-educated and well-behaved people and the conditions around the house are comfortable, it can affect students' learning and facilitate better achievement.

7.2.3 School

The school's social environments such as teachers, administrative staff, and classmates can affect a student's enthusiasm for learning. The role of the teacher is very important in the student learning process which helps them to be skilled in writing. In learning writing, the teacher's ability to deliver material and explain it to students is very important. A teacher should apply a suitable method or technique in teaching to create the desired learning atmosphere.

To summarize, internal and external are the significant factors influencing writing ability. The internal factors include physical health, leisure time availability, hobby or passion, self-maturity, and intelligence. Meanwhile, external factors include family and friends' support, faculty facilities, problems encountered, peer relationships, and the influence of parents and friends. Not only students, but also teachers experience problems in teaching writing including students' language ability, students' motivation, classroom situation, and lack of lesson hours.

The concept of literature

Literature has long been a topic of research in many countries; however, it has gained limited coverage in EFL classrooms until recently. Despite these inadequacies, there have been a few reports on teaching EFL students literature. For example, Mujumdar (2010) asserts that owing to historical, cultural, ethnic, and linguistic distinctions, both teachers and students experience difficulties when teaching English literature in non-native contexts. Marshall (as cited in Bernhardt, 2001, p. 60) states that no systemic studies exist about

how university-level literature teaching for EFL students continues. This highlights the need for further research into how literature can be discussed in EFL classrooms.

The use of literature as a strategy for teaching both basic language skills (i.e. reading, writing, listening, and speaking) and language fields (i.e. vocabulary, grammar, and pronunciation) is becoming more significant in foreign language learning and teaching. It has some advantages which have been classified into three main categories: linguistic, intercultural and motivational. Although each dimension has typically been discussed separately, in pedagogical texts there is unanimous acceptance (Maley and Duff, 1989; Lazar, 2009) and in the current theoretical approaches to the matter (Hall, 2015) that they should come together in what Collie and Slater (2009) have considered a “integrated approach”.

This approach to FL study, which literature is stated to support, is significant because it extends beyond a simply utilitarian perspective of the field by including linguistic, intercultural, and motivational issues as equally important (Hall, 2015). FL learners are also known to have several literacies to rely from in their meaning-making processes outside linguistic attainment (Hanauer, 2010). In short, literature may be best considered as an important complement to other instructional materials used to develop the learners' knowledge of language culture being learned.

1. Definition of literature

According to Edmondson (1997), Literature, largely defined as written material such as essays, poetry, novels, and other works of imagination characterized by themes of enduring or general interest, and by expression and excellence of style, is widely touted as one of these means to teaching the English Language.

Literature is defined as writings whose value lies in beauty of form or emotional effect in *The Concise Dictionary of Current English* (2011).

Literature includes two primary forms: literary and oral literature. Ballads, stories, jokes, folktales and fables are found in oral literature, while literary sources include drama, stories, and poetry, fiction and nonfiction types. Fictional literature forms are: drama, literature of prose, myth, short stories, novels, folk tale, and poetry. Poetry is the uncontrolled overflow of intense emotions that have been harmoniously gathered. Poetry

consists of many different kinds, such as sonnet, ballad, elegy, ode, allegory, epic and mock epic, and lyric. Nonfiction literature can include autobiography and biography, essays, literary criticism, travel literature, diaries, journals, newspapers, magazines, and more (Rahman, 2016, p. 20).

As a definition above, literature is recognized as authentic material whose value lies in beauty of form or emotional effect. Literature is also composed of two primary forms of literary and oral literature.

2. Advantages of using literature in the language classroom

Literature can be an influential and empowering inspiration for writing in EFL, both as a model and as a subject matter. When student writing parallels or specifically imitates the original work's material, subject, organization, and style, it is referred to as literature as a model. However, whether student writing reflects the original idea, such as perception or analysis, or when it results from reading or is artistically inspired by it, literature serves as the subject matter. Literature has been discovered to be a fundamental dialogue that can be taught in the language classroom at any time and in a number of ways, without actually replacing methods such as “functional” and “structural.” Literature has firmly developed itself as an integral part of language education, rather than as a separate or optional portion. For the purposes of language acquisition, literature is considered as a significant instrument. In EFL classes, researchers in the area have suggested different advantages for the use of literature. Based on Ghosn (2002, p. 173), literature offers an inspiring, meaningful text for the acquisition of languages, leads to language learning as it can help students improve vocabulary, foster intellectual comprehension and thinking skills, and eventually serve as an agent of progress.

2.1 Motivating and meaningful context for language learning

Because of its accuracy and the meaningful context they offer, literary texts are rather inspiring (Ghosn, 2002, Van, 2009). Literature deals with topics that are important in nature and contains little or no things that are uninteresting (Maley, 1989a).

Zyngier (1994b, p. 97) claims that students enjoy reading literary texts because they get to experiment with sounds, rhythm, and sense or language games. Therefore, literature provides students with an artistic perspective through these games,

enabling them to play with imaginative challenges while engaging and exploiting literature language.

Hill (1986) suggests that literature in diverse situations is full of descriptions of real-life language and thereby provides a number of templates for students to learn communication. Literature offers the necessary framework and motivation for students to activate meaningful interaction between them. Furthermore, since literature does not provide a single reasonable interpretation, assignments focused on literary works offer sufficient opportunities for dialogue and problem-solving practices. Similarly, Widdowson (1983a, p. 33) claims that literature inspires more learning and establishes the tone for a crucial component of language acquisition.

Literature not only provides an authentic framework for interaction, but it also provides a pleasurable environment for students by eliciting their feelings by interacting with the text. As Reeves (1985, p. 23) claims regarding linguistic problems, if a reader wishes to find out what happens next, if it appears important to him directly, he will read on. Therefore, while some students are reluctant to read literary works, an outside motivation, such as discovering what happens to the story's character, should encourage them to read what they need to.

Additionally, Collie and Slater (1987) argue that literature is an example of authentic material since it exposes students to the unrefined, occasionally challenging, and unfamiliar language employed in literary writings. As a result of their exposure to this language, students are better able to analyze its characteristics and the complexity of the grammar used to strengthen their language proficiency in the texts. Some educators claim that introducing students in their classes to this form of language is beneficial because the knowledge they obtain in engaging with it can be used in their everyday communication. Students could become more successful and knowledgeable language users as a result of their encounters.

As mentioned above, motivation is critical to drive students forward in language learning. When students are introduced to what they genuinely appreciate, motivation is naturally accomplished. According to the researcher's own experience,

as students are exposed to literary texts for the purpose of language learning, they are extremely inspired.

2.2 Contribution to language learning and vocabulary development

Literature assists ESL students to acquire new words because it comprises a diverse variety of linguistic elements and offers a crucial context in which students can practice using the language they have learnt. Literature is therefore frequently a tool that assists in fostering a learning-rich environment in the classroom (Ghosn, 2002, p. 175).

Literary texts may also help students strengthen and improve their understanding of how language is used in a text. Students must pay careful attention to the language in order to create accurate meanings, which in turn encourages and enhances their language comprehension. As pointed out by Carter (1982, p. 12), literature is both an example of and a method. As a result, mastering the language of literary texts can facilitate comprehension of various aspects of the language organization's multiple language systems.

Lazar (1994, p. 123) emphasizes that literature is a significant resource because it can be used in a number of approaches to assist students, particularly those with lower levels of language proficiency, to enhance their language comprehension, grammatical abilities, and lexical skills. Exercises employed in regular language lessons, such as cloze passages, multiple-choice questions, guessing word meanings from context, and matching exercises, can be used to access literary works. As a result, literature enables students to participate in a range of fascinating and relaxing tasks. Therefore, teachers need not be constrained to using literature as a conclusion in itself. Instead, literature should be used to expand the comprehension and understanding of students and facilitate the growth of their language skills. Literary texts also offer students fascinating topic to learn, write, and speak about in the target language. These topics can be developed into a variety of real-world classroom activities that provide students the motivation and opportunities to experiment with creative tasks. Providing students only with authentic circumstances, such as getting directions or buying stamps at the post office, may not be enough to stimulate their interest in learning the language.

Aebersold and Field (1997) also maintain that literary texts can be used to fulfill the purpose of language instruction, since language focus is paramount. In other words, literary texts are justified in language classrooms if they will engage students' interest in reading, writing, and debating.

2.3 Authenticity

Literature offers genuine feedback for language acquisition and is authentic by unnatural (Ghosn, 2002; Shrestha, 2008). Maley (1989a) asserts that literature addresses non-trivial issues that are significant to each reader personally. Authenticity is a criterion that is completely unavoidable in literary texts and is considered to be very relevant in the current EFL literature. In dramas and novels, authenticity may be particularly envisaged. Conversations, facial gestures, functional sentences, and contextualized expressions are all present in drama. Similarly, descriptive writing, like all forms of writing, appeals to the human imagination, and hence vocabulary is quickly embedded on our minds.

2.4 Cultural/Intercultural Awareness and Globalization

Literature, particularly in the age of globalization, encourages cultural and intercultural understanding. In the age of globalization, there is an increasing demand for collective needs and expectations rather than individual desires. Considering that literature explores universal ideas (Maley, 1989a), there is a powerful need for emerging language learners to use literature as a source of research. Globalization requires collaboration not only in the economy, politics, and sociology, but also in language-related fields like English Language Teaching (ELT). According to Maley (1989a), literature focuses on the fundamental concepts that are represented in all languages and traditions, such as love, passion, death, nature, etc. The similarities and disparities between cultures and languages will help us learn more about the world as a whole.

2.5 Personal Involvement

Literature can be beneficial in the language learning process because it can provide personal involvement in the form of enjoyment and enthusiasm for the learners. Furthermore, it facilitates student engagement by empowering them to communicate their opinions and feelings. Besides that, it encourages students to challenge their own values and concepts. Literature is also a valuable way to improve learners' knowledge of language

areas and abilities. (Ghosn, 2002; Healey and Healey, 2010; Clandfield, 2003). Reading literary texts strengthens students' reading skills while also increasing their motivation to learn the language. (Mckay, 1982; Vk and Savaedi, 2014, Online).

Daskalovska and Dimova (2012) suggests that students would be able to use language more intentionally by reading literature in the classroom than relying on practical content because literature will allow them to communicate their feelings and opinions as well as openly connect. Furthermore, they agree that using literature can help learners transition from being passive to active learners.

Collie and Slater (1987) believe that literature assists students in enhancing their personal participation. The learning process is typically analytical, gradual, and repetitive. Using fantasy or imagination in combination with literature encourages students to become personally engaged in the story by expressing the emotions and events of the characters. When they continue to focus in the text, using literature allows learners to transmit their problems beyond the core context of lexical items or phrases. Students become inspired, curious, and involved in the story itself as they predict what will happen next.

Vural (2013) argues that literary works with both literature and inspiration components encourage communication and participation among students. Literature, according to Alabi (2015, p. 22), provides students with a comfortable environment in which to prepare while still ensuring that what they read is understandable. Bagherkazemi and Alemi (2010, p. 1) deem literature able to improve a learner's motivation to read and write, as well as their overall reading and writing proficiency, and also serves academic and occupational needs.

2.6 Critical Thinking

Since the context reaches beyond the surface, literature is an outstanding way to develop students' abilities to infer and understand meaning. The ability to perceive literature increases as it is incorporated. Literature is a great tool for teaching students how to observe, view, synthesize, and assess knowledge (Tomlinson, 1986, Lazar, 1993).

Reading literary texts differs from reading other kinds of literature in that it facilitates critical thinking. Students must, for example, derive and understand the intended meaning from the context while reading poetry (Creely, Henriksen and Henderson 2018).

Poem integration in the classroom, according to Lazar (1993), increases students' ability to deduce meaning from text by enabling them to deal with several interpretations of a phrase in addition to its literal meaning.

According to Collie and Slater (1987), literature is a perfect way to help students develop their abilities to infer and understand context when it goes beyond the surface.

Based on the above discussion, it can be seen that using literature in the language classroom has many benefits, including providing a motivational and meaningful framework for language learning as well as contributing to language learning, vocabulary acquisition, cultural/intercultural understanding and globalization, personal engagement, and critical thinking. Literature also offers an outstanding framework for writing practice. It is really rewarding to see students complete a cloze poem or short story.

3. Poem

Poems in the language classroom have been found to have multiple linguistic and literary advantages. Poems have a number of linguistic benefits, such as the capacity to increase vocabulary (Lazar, 1996), enhance pronunciation, facilitate grammatical knowledge (Kirkgöz, 2008), and aid students in practicing linguistic competence and forms (Tomlinson, 1986), in addition to their importance as a significant source of language input (Duff and Maley, 2007). Poetry also fosters literary appreciation by improving cross-cultural understanding (Lazar, 1996), developing expressive ability (Iida, 2016), and cultivating social relations among students (Chanmann-Taylor, et al, 2016). Poems promote more personal participation in language classes by offering a forum for students to share personal ideas within the framework of a larger human reality (Hess, 2003). As a consequence, reading poetry encourages the development of both linguistic and cultural understanding (Hanauer, 2001).

Definition of poem

Poetry is a style of writing that makes use of elegance, clear sound patterns, vocabulary, and other language qualities. It is intimately related to life of all different genres of literature. Poetry's rhythm, rhyme scheme, and musicality delight students in the classroom (Deepa, 2018, p. 134).

Mittal (2014, p. 21) describes poetry as a work of writing in which sentences are beautifully and rhythmically organized. Poetry is improved by rhythm, beautiful diction, and specialized grammatical functionality (Ahmad, 2014, p. 123). Poetry, according to Wordsworth (1989, p. 57), is the spontaneous overflow of intense emotions.

Allyn and Bacon (1999 as cited in Wuryani, 2011) state that “prose, poetry, and plays are the three main components of literature”. They go on to say that “students of all ages will enjoy poetry. It engages students' literacy development. Teachers and librarians can persuade students to cultivate a lifelong passion for poetry by having a well-balanced selection of poem books and demonstrating a range of poem encounters”.

Poems are often taught as literary articles in language classes specifically for the purpose of learning literature. They are rarely used as a tool for language teachers to teach the target language's grammar. This is possibly due to the difficulty and complexity of poetry's vocabulary, which might necessarily require teachers to expend more attention to illustrating the meaning of the poems rather than teaching the grammar conveyed by the poems; nevertheless, poems do present the use of grammatical points in a genuine way. They explain how particular grammatical patterns are used to express specific meanings (Maley, 1987, pp. 93–94).

Based on the explanation above, a poem is an artistic interpretation of experience that uses context, sound, and rhythmic language to generate an emotional reaction. Although meter and rhyme have been used in poetry, they are not mandatory. Poetry is an ancient art form that has experienced important and frequent changes over time.

4. Poetry writing as expressive and creative pedagogy

Humans are meaning creators by nature, trying to make sense of the multiple environments and worldviews that they experience. In order to participate and engage in numerous social activities, they use language as a social semiotic (meaning-making) method (e.g. at work, at play). Because of the complexity of these social practices, they interact with innovative and creative ways to customize language to meet existing social expectations in unique social contexts (Disney, 2014). Language, as a social semiotic resource, utilizes articulate features to establish felt attachments and attitudinal stances towards referents (Mitchell and Webster, 2011, p. 264). According to semiotic theory (Widodo, 2015b),

language carries ideational meaning (creation of reality/experience), interpersonal meaning (construction and negotiation of social relationships/identities), and textual meaning (construction of coherent and cohesive texts). These concepts are socially associated with the cultural context (for example, a description of learner engagement) and the situational context (e.g. a bilingual classroom). As a consequence, language usage is both socially imaginative and exploratory, as one customizes one's language to convey unique meanings (e.g. happiness, love, struggle, success).

For example, creative writing enables learners of a second or additional language to articulate multi-semiotic meanings (meanings taken from multiple linguistic and non-linguistic resources) in a self-expressive and creative manner. It is a strategy for promoting artistic recognition and emotional interaction with handwritten text in a second (additional) language (Hanauer, 2014, p. 11). Expressivity and creativity flow from this affective and aesthetic correspondence. Writing poetry is a collaborative activity that stresses self-discovery and expression (Hanauer, 2014). As Hanauer (2014) suggests that poetry is a form of creative writing in which ideas; perceptions, emotions, and memories are expressed. Poetry writing employs a variety of expressive and creative linguistic and semiotic methods (e.g. visuals, tools). In addition to being a literary form, poetry is a form of communicating cognitive and psychological states such as thoughts (e.g., freedom) and emotions (e.g. anger). Poetry writing can enable expressive pedagogy that facilitates students and teachers in appreciating the beauty of language usage in order to communicate various cognitive-psychological concepts and perceptions due to the varied cognitive-psychological meanings discovered in poems. As a consequence, poetry composition allows for the expression of these cognitive-psychological states. It's also a way to communicate or articulate a range of individually expressive voices, which are the writer's interpretations (Wills, 1994) so that a poem represents a collection of psychological expressions. Personal stories as living experiences (social and psychological) that are historically and culturally situated within the writer's experience can also be expressed by poetry writing. As a result, students can use poetry as a social context in which to integrate psychologically charged social structures into practice that they experience on a daily basis, are learning about as part of a

developing tale, or have noticed or understood as part of a longer story or a conclusion to a story.

Wiseman (2011) states that poetry composition accommodates language acquisition, and is primarily informed by students' different experiences, which are traditionally extracted from a number of situational backgrounds, such as homes, playgrounds, points of interest, school athletics, peer groups, or field trips. Human experiences are diversely distributed to various contexts, and poetry is a reflection of truth and life. It is subject to multiple ways of making sense or interpreting things differently. Poetry composition, according to Cremin (2009), includes effect and purpose, as well as personal experience and potential actions. Poem composition, based on this principle, is a holistic social activity that promotes expressive language pedagogy. Language learners must not only use their intelligence when writing poetry, but they should still also comprehend philosophically and symbolically influenced words. Students can use their own personal feelings (emotions), ideas, and social behavior to connect and manipulate their own specific language and knowledge opportunities. As a consequence, one of the features of poetry is expressiveness, which encourages students to progress their imagination in bringing their feelings, concepts, and stories to life while also empowering them to acquire a greater understanding of the writing process. Expressiveness serves as a technique of controlling the relationship between the writer and the reader, as written communication often necessitates contact between these two participants (Iida, 2008).

Humans are the only species that can perceive, respond, and act creatively in response to a given situation. As a consequence, Dietrich and Kanso (2010, p. 822) suggest that imagination is the source of human creativity. In the fields of music, dance, and art, the idea of imagination has gained a lot of attention. The characteristics of creativity are described as being “unconventionality and inventiveness, intellectual effort, originality, and self-expression” (Burton, 2010, p. 494). It has a lot to do with cognitive capability, or the ability to produce novel, unexpected, and useful ideas or artifacts (Boden, 2004, p. 1). This definition suggests that originality and imagination, innovation and discovery, as well as impact and effectiveness, are all dimensions of creativity. Poetry is regarded as artistic practice that exemplifies literary principles such as narratives as living reality, imagination

as cognitive realization, and the use of language as a social semiotic as inspiration is extended to poetry composition. Poems are creative texts that require students to engage in creative activities such as composing a poem that is both personal and original. Students are born with imagination, which is referred to as a creativity acquisition device (CAD). Students immerse themselves in a pedagogical atmosphere that facilitates the development of student imagination, and this creativity can be pedagogically created. Poem writing can help to promote an innovative teaching and learning environment by encouraging students to use their imaginative skills to think and behave creatively. Students should use their artistic skills to express or explain what they are feeling or have encountered. Writing poetry necessitates perceptual, affective, and social skills. This means that lived experience operates in the subconscious (intra-psychological space or self-dialogue) as well as in social contact (interpersonal space).

As a result, in order to compose poetry, students must be able to manipulate and understand the language they use. Students may engage in the language they think and visualize as well as use it to express their thoughts, concepts, and stories as lived experience in their writing assignments, which integrate many elements of life into literary works or poetry. They are able to employ the language or create original and suitable terminology in their poetry writing. Because of their common experience with creating poetry, students will be able to convey whatever they want or need through poetry writing. Writing poetry as a multimodal genre, utilizing a variety of meaning-making tools and designed in a variety of genres (Newfield and D'abdon, 2015, p. 522), for example, expressive and creative language teaching transforms language learning into a personalized, meaningful experience for the learner (Hanauer, 2012, p. 106).

5. Approaches and Models in Teaching Poetry in the Language Class

There are several hypotheses about how to analyze and teach literature because of the very long history of the study of fiction, drama, and poetry. Six frequently discussed approaches to literary analysis include: (1) New Criticism, (2) Structuralism, (3) Stylistics, (4) Reader-Response, (5) Language-Based, and (6) Critical Literacy approaches. The sections that follow will include a concise summary of these six methods, as well as

their advantages and disadvantages in relation to teaching literature in an EFL classroom. These are illustrated in the paragraphs that follow.

5.1 Approach 1: New Criticism

The New Criticism approach to literary analysis emerged in the United States following World War I. According to this philosophy, the literary text provides all of the meaning, except when analyzing the work; one neglects the impact on the reader or the author's intention, as well as other factors. The reader's task is to figure out the single correct interpretation by examining formal elements like rhyme, meter, imagery, and theme. A literary work's universe is self-contained, according to Thomson (1992), and readers must approach the text objectively. In other words, the reader's responses or understanding of the author's intentions, as well as the psychological, historical, and political context of the text, detract from and are irrelevant to the interpretation of the literary work.

The main drawback to the New Criticism approach is that the majority of class time is spent defining formal elements and literary techniques including symbolism, metaphors, similes, and irony. It emphasizes close reading, particularly of poetry, to discover how a work of literature functioned as a self-contained, self-referential aesthetic object. This excludes the consideration of how the text affects the reader's perceptions as well as historical and sociolinguistic influences that actually occur while reading (Thomson, 1992).

5.2 Approach 2: Structuralism

Structuralism is a 1950s-era approach that defines where a literary text falls within a framework of contexts that can be extended to all literature, rather than interpreting a literary text as an independent entity (Dias and Hayhoe, 1988). Structuralism, like New Criticism, emphasizes the importance on complete objectivity when reading literary works and disregards the significance of readers' individual reactions. It enables teachers to evaluate literary texts from a scientific perspective and to organize the work into a useful hierarchical structure using their knowledge of systems and themes. According to Culler (1982, p. 20), the emphasis of structuralism is on the various mechanisms and systems involved in the creation of meaning, rather than on the artistic merit of literature.

Carter and Long (1991, p. 183) outlined the criticism of structuralism as follows: "Instead of being concerned with how a literary text makes an author's understanding

of life and gives us access to individual meanings, structuralism is only involved in mechanical formal relationships, such as the elements of a narrative, and approaches the literary text as though it were a scientific object.” This emphasis on literature as a scientific system rather than as a reflection of personal and contextual interpretation eliminates the individual’s role in meaning construction. However, literature can allow audiences to develop as individuals, expand their cultural knowledge, and strengthen their language skills. Though Structuralism connects a work to a wider thematic framework, it overemphasizes linguistic structures and codes as “the sole determinants of meaning” (Thomson 1992, p. 15). Therefore, structuralism is less applicable to the teaching of literature in EFL classrooms because EFL teachers and students lack the necessary knowledge and skills to analyze the text critically, offering the study of the method useless and having a negative impact on the encouragement of reading literature.

5.3 Approach 3: Stylistics

The stylistic approach, which was first introduced in the late 1970s, examines literature’s language features in an attempt to enhance students’ literary awareness. This involves the non-standard organization of literature, especially poetry, in which language is frequently utilized in an illogical and non-grammatical way. It’s debatable whether these uncommon structures complicate or improve a learner’s language skills. It is important to consider the distinctions between genres in this regard. Poetry, for instance, is often abstract and imaginative, whereas drama dialogue is often realistic.

The teacher encourages learners to create artistic decisions and representations of the texts using their linguistic knowledge in the Stylistics approach. As a consequence, the reader’s position in the process is again mentioned. According to Rodgers (1983), the language structure is the most important element in deciding the context of a poem, while others, such as Moody (1983), assume that the reader’s context awareness, as well as careful attention to language characteristics, is essential to understanding complex texts that are “capable of interpretation and criticism from a number of different points of view.”

Widdowson (1983) contends that the comparative method to teaching literature, in which extracts from literature are compared to excerpts from other texts like news articles, tourist brochures, or advertisements, is an excellent illustration of stylistics.

This approach indicates to students that literary language is of a distinctive type and teaches them how to utilize language in a variety of situations. In order to better comprehend the differences between literary and non-literary language as well as the many ways in which language is utilized to carry out tasks, students should compare the registers of literary and non-literary texts. Students will develop an appreciation of the strength and flexibility of different forms of language in communicating the complete diversity of human emotions and experiences.

5.4 Approach 4: Reader-Response

The reader-response approach emphasizes both a process-oriented approach to reading literature and the reader's perspective. Reader-Response activities include those that let students interpret literature using their own viewpoints, opinions, and feelings. Dias and Hayhoe (1988, p. 15) pointed out that it is the reader's position in the act of reading that has not been adequately and properly discussed. Reader-Response discusses this issue by including the learner in the learning process as an involved participant (Davis and Stratton 1984, p. 3). Rosenblatt's (1978) theory of literary reading, which explains the reader's transactional relationship with a poem, clarifies the importance of the reader-text interaction. Readers' reactions to the events in a literary work vary depending on their own interests and experiences and take place at a certain time and place. A poem is an effective approach that occurs during the interaction between a reader and a text and should not be confused with an object in the form of a distinct entity from the author or reader because each reader attaches his or her own unique interpretation to a work (Rosenblatt, 1978, pp. 20-21).

This perspective highlights the two-way relationship between texts and readers, which is similar to top-down reading theory, in which students use their schemata, or previous knowledge of the subject, as well as their personal feelings, to better understand the work and develop their understanding and perception of new content (Price and Driscoll, 1997; Schwartz, et al., 1998).

Since each reader has their own collection of perceptions and emotions, an author's viewpoint on a work can be conveyed in a number of different ways. This is why Wright (1975, p. 17) proposed that poems can be paraphrased and condensed into

a single sentence called “What the Poem Means,” which is everything that you need to comprehend and appreciate the poem.

5.5 Approach 5: Language-Based

The Language-Based approach, like the Stylistics approach, focuses on comprehension of the language of literature and is a foundational stage for EFL students. However, through focusing on familiar grammar, lexical, and discourse categories, this approach enables EFL students develop their knowledge of the target language, providing the basis for a deeper comprehension of a text and the development of concrete interpretations. These can make it easier to appreciate a text in a logical and artistic way. Students may use this approach to research descriptions of particular linguistic characteristics, literal and figurative language, and direct and indirect expression in a text in a systematic and methodical way. This approach is well-suited to the curriculum of EFL teaching practices such as the cloze process, estimation experiments, jumbled sentences, description writing, creative writing, and role play—all of which students use to deconstruct literary texts in order to achieve specific linguistic objectives (Nash, 1986; Littlewood, 1986; Carter and Long, 1991). Additionally, the Language-Based approach requires a variety of language instruction activities, including brainstorming to activate context information and make predictions, rewriting story endings or summarizing plots, cloze practices to develop vocabulary and understanding, and jigsaw readings to encourage students to interact with others, form opinions, and take part in spirited debates. The argument is that literature is a fantastic vehicle for Communicative language teaching (CLT) approaches that foster four-skill English language learning through engagement, teamwork, peer instruction, and student autonomy. The teacher's role is to implement and explain technical terminology, plan and provide suitable classroom practices, and participate if required to provide prompts or stimulus, not to enforce interpretation.

The Language-Based Approach serves the interests of language students learning literature by supplying them with the skills and strategies they need to obtain access to texts and acquire a sense of various genres, enabling them to appreciate literature that is important to their lives. Furthermore, this approach satisfies the requirements of students studying a language: students work together in English to strengthen their

language abilities, they gain the necessary skills for community work, and they engage in learning as their teachers guide and support them throughout the learning process.

5.6 Approach 6: Critical Literacy

The critical literacy approach is based on many hypotheses, including critical language studies, educational sociology, and feminism (Luke and Freebody, 1997). This approach has important implications for teaching both language and literature, even though it was not specifically created to teach literature. This is because it highlights the relationships between language use and social influence. There has been much written about how the social dimensions of language use are frequently underestimated in EFL classes and how student voices are frequently absent from classroom activities (Osborn, 2000; Pennycook, 2001); (Walsh, 1991; Wallace, 1992). In many cases, the field of teaching languages frequently ignores or avoids addressing how texts interact with important social issues like ideology and power dynamics (Wallace, 1992; Luke, O'Brien and Comber, 1994; Cummins, 2000).

According to Osborn (2000, p. 48), reality is embedded in a series of power relationships in the classroom as knowledge. Discourse represents societal power structures, and as scholars and educators have found out, the teaching and learning process is not apolitical when it comes to social reality and intergroup power relationships (Cummins 2000, p. 253). According to Luke, O'Brien, and Comber (1994, p. 140), who studied the interaction between readers and texts, authors create a version of the social construction and place the reader in that relationship.

The goal of the critical literacy approach to teaching and learning is to reverse the process that a concept emerges to be accepted because it has been repeated, uncontested, and considered the norm. One of the main goals of critical literacy is for students to be able to identify the naturalization effect and acknowledge how and why the status quo is interpreted as evident and unchangeable (Wallace 1992). Critical literacy is considered as a platform for helping students better understand the link between language and society by fostering in them a critical understanding of the function of language in the formation, maintenance, and transition of strong connections and influence (Fairclough, 1995, p. 9).

Another goal of critical literacy is to provide students the techniques to evaluate how social and political factors affect the language they use; making them more aware of the sociopolitical justifications behind their language decisions (Cummins, 2000). One suggested critical literacy model is “Transformative Pedagogy,” a relationship between teachers and students that encourages them to develop a critical awareness of the sociopolitical usage of language and to learn and use language in a significant and powerful way to respond to and alter social reality (Cummins, 2000).

From the above discussion, it can be said that the emphasis placed on different aspects of texts differs among these six approaches to teaching literature. The majority of the new criticism approach's class activities focus on defining formal aspects and literary devices including symbolism, metaphors, similes, and irony. The stylistics approach emphasizes the artistic value of literature and gives access to its meaning by examining the language and structure of the literary text with an emphasis on interpretation. Structuralism emphasizes total objectivity in examining literary texts and rejects the role of readers' personal responses. The reader–response approach emphasizes the reader's role and a process–oriented approach to reading literature. The language–based approach emphasizes awareness of the language in the literature, is a foundational stage for ESL learners, and shows how language usage and social influence interact in critical thinking. The critical literacy approach emphasizes on critical language studies, educational sociology, and feminism. This approach has important implications for teaching both language and literature. Despite the fact that many approaches have advantages, reader response and language–based methods are thought to be the best for instructing English language learners. The approaches differ considerably, of course, and the most effective communicative and motivational techniques for students are enriched by stylistics and critical reading. As a result, an integrated approach model incorporating key elements from all four models is required to make literature accessible to EFL students and most beneficial to their development.

6. Poetry in creative writing

Poems, according to researchers, are one way in which imagination reflects itself in writing (McGovern and Hogshead, 1990; Cubukcu, 2010; Lazar, 1996; McKay,

1982). Poems address engaging concepts and substantive language, raising emotional consciousness in learners and motivating them to communicate creatively in L2 not just emotionally but also cognitively (Lazar, 1996).

Poems deal with common concepts and individual interests, allowing students to express their thoughts and emotions while writing, which is an important aspect of studying a foreign language (Heath, 1996). Readers can explore important perspectives for themselves by exploring the poem. Poem composition is more than a mechanical exercise; it necessitates a personal reaction from learners and allows them to reflect on personal experiences. Each student can respond to a poem in a specific way. Poems serve as a foundation or inspiration for creative writing. Writing poetry, according to Maher (1986), includes the entire personality of the individual and is, first and foremost, a playful practice.

Poems also elicit intense responses from students because they deal with universal human challenges, conflict, affection, and sorrow. Learners become more emotionally active in the course of language learning and may continue to own the language they learn more completely as emotional responses are given (Lazar 1996, p. 773). Students may learn beneficial creative writing ideas after exploring poetic language. Writing poetry can be a powerful stimulus for student imagination in this regard. Poetry in the classroom, according to Collie and Slater (1987, p. 226), will inevitably contribute to more free and artistic writing.

Poetry, as a literary genre, has the ability to be an effective instrument for introducing language constructs in authentic texts in EFL classes, as well as a medium for students to learn language objects by submitting them to authentic models – actual language in context. (Brumfit and Carter, 1986, p. 15). As a result, poems suitable for the students' level of proficiency and interests can be used for presentation and language practice, as well as a model for students' creative writing.

The concept of haiku poetry

1. Haiku in the writing classroom

Many educators understand that learning and writing poetry and literature assists English learners in creating their own identity and sense of audience, as well as

communicating essential social ideas. Poetry, in particular, creates significant difficulties, but the haiku, a three-line Japanese poem with a specified number of syllables in each line, is a manageable choice for the EFL classroom. Students are naturally inspired to communicate their inner feelings to others while they are taught to read and write haiku. Haiku, in addition to facilitating in the growth of speech and audience comprehension, also assists in the learning of fluent writing and vocabulary acquisition because its form necessitates careful attention to choosing the right words to convey basic emotions.

Haiku is a three-line, 17-syllable Japanese poem. The writer's voice reflects cultural backgrounds in haiku poetry (Iida 2008, p. 174). It's a poetry form that enables Japanese writers to express their ideas and feelings without being constrained to just witnessing and expressing the natural occurrences that affect human life. While haiku poetry originated in Japan, it has gained prominence in other languages and education programs. It is common in American classrooms for students to read and write haiku poems in fourth grade while studying Japanese literature (Stokely, 2000) and to create haiku poems in secondary school creative writing classes (Cheney, 2002). Two textual elements of a standard haiku poem are a seasonal reference and a cutting word, which can be either a single word or a punctuation mark like a colon, semicolon, or dash. The "word" that divides the poem into two sections encourages reflection and establishes an imaginary distance, while both sections still function somewhat independently of one another (Toyomasu, 2001).

Japanese haiku poems have a standard content. Kigo, which applies to seasonal references, is included. Kigo are words or phrases that can be linked to a specific season. For example, for spring, 'cherry blossom' 'frog' or 'skylark' are kigo. Second, a haiku poem has a kireji that corresponds to a 'cutting word'. The kireji is used to represent 'stops' or 'pauses' and to split the poem into two parts with an imaginative interval between the two sections.

The following haiku, which was written by the researcher, follows the most common syllable pattern: five syllables in the first line, seven in the second, and five in the third.

A bright red maple

Whispering among green leaves:

A start of new life

“Bright red maple,” which is synonymous with autumn, is the seasonal comparison, the kigo. At the end of the second line, the kireji is the colon; it divides this haiku into its first two lines, which inform readers of its meaning and what is happening, and its last line, which reveals the narrator's thoughts and feelings. The kireji allows readers to comprehend this haiku. “Bright red maple” informs readers that autumn is this haiku's general theme. Furthermore, the phrases “a bright red maple” and “among green leaves” let readers imagine that the season the writer wants to describe is the beginning of autumn. There can, of course, be multiple interpretations. When taking “a maple” as a subject, some readers may interpret this haiku as sorrowful; others may think of the poem as something thrilling when taking “new life” as a subject; still others might consider it an optimistic poem if they pay attention to the phrases “bright red” or “new life” beginning. All these meanings and others are valid, for a guiding concept in haiku is reader-centeredness. Providing an environment where readers can openly interpret the poem and communicate with the writer is critical. Instead of writing a haiku that gives only one interpretation, it is much more important for the writer to construct haiku where interpretations of material can differ according to readers; a good haiku enables readers to provide many interpretations (Iida, 2008).

Since haiku is a method of expressing oneself in a meaningful way, it does not imply what is right or wrong. Matsuo Basho, one of Japan's greatest haiku poets, said of haiku, “Learn about pines from pines, and about bamboo from bamboo” (Haas, 1994, p. 233). This suggests that haiku is neither fantasy nor creativity; rather, it relates to a simple reaction to the universe. Haiku should not be mere word sketches, however, but must convey something insightful and reflective (Blasko and Merski, 1998) and illustrate how the writer feels. This humanistic perspective opens up possibilities for haiku writers to recognize the association between themselves and the natural world seriously and articulate it.

As mentioned above, as a creative literature genre, L2 haiku poetry obviously requires flexibility and adaptability. In its function as a pedagogical means of practical

literacy teaching, however, the utmost significance of L2 haiku poetry should be identified in which L2 learners can comprehend, perceive, feel and communicate her or his individual meaningful understandings to themselves and within social settings by linguistically communicating all that makes up the learning experience and comprehension.

2. Theoretical and pedagogical background of haiku

The social–expressivity approach in the EFL writing classroom is essential to educating students how to explore and expose their particular world views (Iida, 2010). This approach makes EFL composition more oriented, relevant, and meaningful, in addition to introducing a significant volume of useful English into the classroom.

Haiku is a resource for creating and forming voices and eventually identifying "who I am." By reconstructing his or her lived experiences, it helps create a writer's voice. (Suzuki, et al, 2003); Hanauer (2004, p. 48) states that poetry writing is "a method of personal exploration that requires moving implicit linguistic functioning to conscious consideration." Self–discovery is at the heart of poetry writing because it encourages L2 writers to be more reflective and engaged in expressing personal experience and to come to know who they are, what their values are and why they are so. It views students as subjects in negotiation with language and the material conditions of existence, not merely as objects (Gradin, 1995, p. 118).

Haiku is not basically a form of private self–expression; haiku writing and development is a communication act that establishes an interaction between the writer and the reader. Haiku entertains readers, and the content of haiku is judged by the readers (Minagawa, 2007). Composing haiku therefore enables L2 writers to become receptive to the interaction between writer and reader, a fact that reflects the theories of Japanese scholars using haiku in the classroom, where it plays an essential part in CLT (Suzuki et al, 2003). In composing haiku, on the basis of experience, L2 writers are expected to situate themselves in a particular social sense, which underlines the importance of the lasting partnership between the writer and the outside world (Gradin, 1995). It is critical how L2 writers take a social function in haiku composition for it greatly impacts the way they create voices and articulate themselves.

The foundational principle in haiku is indeed the audience. Strong haiku allows readers space to openly view the content (Tweedie and Kolitsky, 2002). The best haiku poem is considered by Higginson as “the one that should leave the reader wondering” (as cited in Blasko and Merski, 1998, p. 40). Hence, comprehension of haiku doesn’t necessarily need to be definitive (Blasko and Merski, 1998).

Furthermore, the concept of right or wrong in haiku never appears, because articulating the self is an art. This concept was also adopted by an American poet, Snyder (1959), whose approach is the integration between humans and nature: “We need to find our way to see the mineral cycles, the water cycles, the air cycles, the sacramental food cycles, and we need to incorporate that knowledge into our own personal theological journey and integrate it with all the wisdom messages that we have obtained from the nearer past.” (Steuding, 1976, p. 63). These definitions suggest that haiku is neither fiction nor imagination; rather, it corresponds to the world's immediate reaction. Haiku poems, however, can not only be sketches of words, but must contain something profound and reflective (Blasko and Merski, 1998). Haiku, as it is, is to explain how one feels in the world. The meaning of haiku is this viewpoint. In short, haiku, as Cheney (2002) mentioned, consists of an equal balance between the thinking and existence of writers. From this perspective, haiku is the creation of the voices of writers that represent cultural contexts. For haiku, this humanistic perspective is important because it opens up possibilities for writers to openly express themselves and to focus on themselves in everyday life.

There are some commonalities between haiku and expressive pedagogy. Haiku is a form of literature in which writers articulate themselves and grow their voices in writing, while the character is associated with the purpose of expressive writing. A shared facet is also self-discovery. In a particular sociocultural context that involves not only individual but also social realities, Haiku provides L2 writers with opportunities to establish expression.

The concept of expression is self-discovery, and the experience of exploring both linguistic characteristics and 'self' enables authors to become more independent. Therefore, writing haiku is a successful method for cultivating a critical sense of voice and audience, and a critical awareness of social realities for L2 writers.

Another aspect found in both haiku writing and expressive pedagogy is audience consciousness. Haiku writing consists of expressing 'self' with the integration of nature, but there is the perception that readers are entertained by it. That is because haiku is one of the prominent literary types in Japan that follows the rhetorical convention, including the use of open-ended metaphors or indirect sentences, and its implementation may allow readers to view the material in different ways based on context and personal experience (Blasko and Merski, 1998). For authors, this is a helpful technique to entertain readers, and it improves the quality of haiku.

In order to summarize haiku's theoretical and pedagogical perspective, the social-expressive approach stimulates the knowledge of the students of themselves and the audience and incorporates them into a social sense. It also enables an individual to communicate with oneself and their society, which involves first establishing a sense of one's own values and social constructions, and then investigating how they communicate with the value systems and cultural constructs of others or do not interact with them.

3. Teaching haiku composition

In class, different techniques can be extended to teaching the composition of haiku poems. Some students will have trouble writing haiku poems, and the first one may take time to produce. The instructor should, thus, simplify the composition process as much as possible. Furthermore, the instructor should help students understand the haiku composition method in the first writing class by teaching five haiku composition steps (Iida, 2010).

Step 1: Review the concept of haiku

Composing haiku assignments starts with the interpretation of textual characteristics. The teacher explains that haiku is not a simple sketch of the observations of students, but rather their immediate, private reaction to nature and events. The main objective of the activity, which is to improve one's voice and express oneself based on one's experience, must be acknowledged by students.

Step 2: Collecting material for haiku

Students go outside the classroom and find some location where they want to sit; the teacher asks them to spend 10 to 20 minutes there to answer the following questions:

- What do you see and hear?
- What do you smell and taste?
- What do you feel?

This activity allows students to situate themselves to a particular time and place and incorporate the idea of nature into their inner voices. They obtain as many observations as possible by answering the above questions.

Step 3: Composing haiku poems

Students use their gathered observations to write their first haiku poems. Although they have gained a lot of knowledge from the preceding process, they may still have no idea about how to start the haiku. Consequently, the teacher encourages students to determine what they want to say, or what their message is. Students negotiate in groups or with the entire class about how their gathered experiences help improve their voice and which words are suitable to create associations of thought, words, and life to compose a haiku. Adjusting to the haiku structure requires students to come up with various vocabulary choices that fit into the 5–7–5 syllable sequence. The teacher assists here by motivating students to check for synonyms, which is one of the techniques for creating haiku.

Step 4: Group Activities

Once all the students have written their haiku poems, they compare and share their works with other learners in small groups. Different students may strive to seize the state of idea of the student creator at the moment portrayed in the haiku. If the interpretation of the readers corresponds with the concept of the author and their communication goes well, the haiku can be believed to be conveyed accurately. If the listeners cannot imagine what idea or which circumstance is described in the haiku, the student author needs to reconsider his or her work. Both Carter and Long (1991) and Kramsch (1993) suggest that students should read their haiku aloud to each other within their group. Reading aloud may be a comfort, it may heighten the significance of a term or statement, it can successfully highlight important issues in the action, and it can reveal humor that would not otherwise be observed in the written text, according to Carter and Long (1991, p. 84). During these readings, students check if the flow of language in their haiku is acceptable or whether it needs to be modified. In a variation on this, Kramsch

(1993, p. 171) suggests making each student who is in the listening role write down something “he or she particularly liked about the poem” or suggest the points “he or she would have said differently”.

As a follow-up activity, the instructor asks students to make a list of five unforgettable memories in their lives. Students then free write about each memory by answering the following questions:

- Where were you?
- What did you see and hear?
- What did you smell and taste?
- What did you feel?

This freewriting exercise is to collect as much information as possible to compose haiku, so students should focus on the writing and not worry about making grammatical errors. This can be difficult because EFL students often fear making errors in writing. However, too strong a focus on correct usage of English can prevent learners from freely expressing themselves. Poetry writing in an L2 should put emphasis on “self-expression and presenting a meaningful and personal language interaction” (Hanauer 2004, p. 57). The purpose of using haiku is communicative, so written fluency should take precedence over grammatical accuracy. One classroom technique to deal with common grammatical errors is to hold a mini-lesson and go over problematic forms beforehand. Another solution is to hold a conference with each student and give individual feedback.

Final Stage: Assessment

In the appraisal of second language haiku poems, both consistency in the use of linguistic conventions and fluency of creative speech need to be addressed. Thus, in addition to evaluating haiku poems according to organizational and linguistic criteria, it is also essential to confirm them in terms of “personal voice” and creativity. The evaluation sheet suggested by Iida (2008, p. 178) for use in haiku writing classes makes a good starting point for assessment. It is divided into five categories: personal voice, audience knowledge, organization, haiku conventions, and L2 linguistic conventions. In Iida’s scheme, personal voice is weighted more highly as his approach is firmly focused on expressive writing pedagogy. Thus, the categories which Iida suggests are also applicable to the approach

taken in this paper; the rating scales should perhaps be weighted equally on linguistic form and a reduced stress on haiku conventions. Personal voice, organization, and L2 linguistic conventions need to possibly be dealt with equally in ranking scales due to the fact each that means and linguistic form, as I argued earlier, need to be dealt with as equally important.

4. Assessment tools for haiku poetry

Although several writing rubrics have been designed for different institutions, a limited number of assessment systems for haiku poetry have been published in academic journals in TESOL and even other fields. For the instructional purpose of using haiku poetry, however, it is important for writing teachers to understand how to assess students' production and what components of writing skills would be assessed so as to improve the degree of reliability for the evaluation. Especially, objective and consistent scores are essential for evaluating students' written performance (Huot, 1996). Students' poems can be measured in two ways: peer evaluation, which consists of a checklist, and teacher assessment, which is based on analytic rating scales.

<u>Haiku Grading Checklist</u>	
_____	Contains three lines
_____	Contains a pattern of 5-7-5 syllables
_____	The poetry relates to seasons or how they form
_____	The poetry contains all the correct information on seasons or how they form
_____	It contains adverbs and adjectives and/or descriptive language
Total number of checks _____ / 5	
Percentage _____ %	
Teacher Comments:	

Figure 6 Haiku grading checklist (Bogina & Roberts, 2005)

Fig. 6 shows a haiku grading checklist modified from Bogina and Roberts (2005). This scoring guide consists of the basic concepts necessary to compose haiku, such as the three lines, the 5–7–5 syllable pattern, and the use of correct information in the haiku, but the main focus is on ‘form’ in writing. However, the features of haiku poetry are as follows: the integration of human mind and nature; development of personal voices; and reader-centeredness. In addition, Cheney (2002, p. 80) said that “Without nature, there is no haiku”. From this viewpoint, haiku needs to illustrate the production of writer’s voice reflecting cultural contexts. In short, content should be strongly emphasized in assessment in addition to form.

The scoring guide modified from Bogina and Roberts was used by the instructor to evaluate the students’ haikus. Their scoring guide fulfills the aim of assessing student items for evaluation. Using the above scoring guide in peer response, however, would be more helpful in recognizing the definition of haiku for students, because reader-centeredness is one of the essential features of writing haiku. From the point of view of Elbow (2001, p. 23), peer response groups encourage writers to test their writing on a real audience and review on the basis of that response, enabling writers to participate in a dialectic of views themselves and others, the common and the strange to make themselves better writers, thinkers and citizens. The application of peer reaction can empower student writers to pick up mindfulness of audience in composing forms. More importantly, reading and assessing peers’ haiku poems will provide writers with opportunities to become receptive to readers in their writing, and to improve their voices from a reader’s perspective. More specifically, the methodology will encourage writers to understand that their instructor is not the only reader for their product. EFL students are inclined to compose papers for their course teachers which can result in them lacking the concept of the audience in their work. Hence, it would be more effective to use the above checklist for peer response than to use it for teacher’s evaluation.

<u>Haiku Grading Checklist</u>	
1. Form	
_____	Contains three lines
_____	Contains a pattern of 5-7-5 syllables
_____	The poetry relates to seasons or how they form
_____	The poetry contains all the correct information on seasons or how they form
_____	It contains adverbs and adjectives and/or descriptive language
2. Content	
_____	Contains the integration of nature and human mind
_____	Contains personal "voice"
_____	The poetry gives readers chances to freely interpret the content
_____	The poetry uses expressions appropriate for the context
_____	The poetry amuses readers.
Total number of checks _____ / 5	
Percentage _____ %	
Reader's Comments:	

Figure 7 Haiku grading checklist for peer assessment

Fig. 7 illustrates the scoring guide for peer assessment in class. The instructor also assesses students' haiku poems as one of the readers. The instructor is a reader but at the same time, a person who gives students an assessment of their writing including advice, feedback, and even a grade. Flateby and Metzger (1999, p. 7) argued that a writing assessment instrument should consist of two goals: to facilitate the overall evaluation of writing skills and to provide the evaluation of content and cognitive level. From this perspective, an objective scoring scale which better acts as a learning assessment in the classroom will help students develop their haiku writing skills (Brown, 2004).

Regarding the use of an analytic rating scale, Bachman and Palmer (1996) present two realistic benefits: it encourages writing teachers to include a profile to delineate the strength and deficiency of students in their writing performance; and it represents

what teachers currently do in rating examples of the written output of students. Additionally, analytical composition rating scales can provide student writers with more knowledge about their teaching, concentrating on their sensitivity to particular areas of necessary development (Brown, 2004). The fact is that without any advice or recommendations from the teacher, it is very complicated for EFL students to improve their writing skills, but analytical scoring scales can resolve this problem and provide students with opportunities to focus on the components that are lacking in their haiku poems and ways to change them to make them more effective.

4.1 Teacher assessment

The following analytic rating scale is a modification of two assessment instruments: the analytic scale for a discipline-specific writing course created by Stoller, Horn, Grabe, and Robinson (2005); and Brown and Bailey's (1984) analytic scale for rating composition tasks (as cited in Brown, 2004, pp. 244–245) (see table 5).

Table 5 Analytic scale for rating haiku poetry

Ratings	(Excellent)	(Fair)	(Poor)
Content	3	2	1
Personal Voice	Equal balance of nature and human mind	Lacks 1 feature of either of nature or human mind	Equal balance of nature and human mind
Audience Awareness	Provide readers with multiple interpretations	Provide readers just one interpretation	Provide readers with multiple interpretations
Organization	Natural and easily flowing expression	Strained or unnatural flow of expression may include some inaccurate forms	Labored expression frequently interferes with comprehensibility

Table 5 (cont.)

Ratings	(Excellent)	(Fair)	(Poor)
Content	3	2	1
Haiku Conventions	Correct use of haiku conventions	Uses general haiku conventions but misses one of the fundamental features, such as 5-7-5 syllables, seasonal references, etc.	Serious problems with haiku formats; haiku illegible; unacceptable to readers
Descriptive Language	The haiku includes 3 or more instances of the use of descriptive language	The haiku includes 2 or more instances of the use of descriptive language	The haiku includes 1 instance of the use of descriptive language
L2 Linguistic Conventions	No misspelling or grammatical errors	Either misspellings or usage errors	Both misspelling and usage errors
Visual Presentation	The haiku is typed or neatly handwritten, and includes an illustration that reflects exemplary effort.	The haiku is typed or handwritten and includes an illustration that reflects sufficient effort.	The haiku is typed or handwritten, but it is presented in a sloppy way. The illustration reflects some effort.

Source: Modified from Brown, 2004

This analytic rating scale specifies seven principal categories on the basis of content and a description of three different ratings in each category, ranging from 1 (poor) to 3 (excellent). The principal categories consist of personal voice, audience awareness, organization, haiku conventions, descriptive language, L2 Linguistic conventions and visual presentation.

For haiku poetry composition, the first category, personal voice, is the most significant element. Haiku is a form of literature in which, in everyday life, a writer can openly express his or her feelings. Reichhold (2002, p. 15) described this feature of haiku as follows:

“In the search for haiku, we rely on what our senses are telling us, not what we have been taught is true or think we believe is true. Haiku, not from understanding or conviction or idea, is composed from experience. They are actual, concrete, and, once it happens, firmly cemented to the moment.”

In other words, haiku is poetry in which writers express their voices on the basis of their experience in real-life contexts. The important factor in deciding whether or not haiku drives readers is this humanistic approach. Stokely (2000, p. 12, Online) argues that haiku as a structure is deceptively simple but provides deep insights into nature's beauty and wonder. From the factors of the perspective of nature and the human spirit, content can be analyzed, reflecting on certain viewpoints or, more precisely, how these two ideas are translated into haiku.

Knowledge of the audience is also a feature which needs to be included in measurement. Haiku, like most Japanese literary styles, follows the rules of reader-centeredness. As Tweedie and Kolitsky (2002) observed, a good haiku can encourage readers to interpret the text several times and allow one reader to have a different understanding from another. It also leaves readers wondering (Blasko and Merski, 1998). In brief, writing haiku poetry is much more relevant for authors in that the interpretation of meaning will differ much more depending on the reader than writing poetry that leads readers to a particular interpretation.

In addition, organization is an important feature that student writers require in terms of communicative fluency to achieve greater recognition. Even with a three-line poem, it is important to recognize certain literary characteristics. In haiku composition,

organization can be analyzed in terms of how normal the flow of the three lines is and how it will clearly communicate the content. One of the main objectives in class is to establish a personal voice, so students are expected to express their thoughts in their own way in their poems.

The comprehension of haiku conventions by students is also a basic method for evaluation. As a particular rhetoric is used for haiku, students are required to follow the rules. Depending on their level of proficiency or the limitations of class time in the course, another feature of haiku, which is the use of descriptive language, may be considered.

Another feature of this rating scale to haiku is its relative deficiency of descriptive language. Descriptive Language is the use of descriptive words to conjure images in the reader's mind and enable them to experience scenes as though they were present. It can allow L2 writers to express themselves and fully immerse in the world of the text. It can also be created by using sensory details, figurative language and vivid words. It is important to remark that the development of descriptive language as one significant basis for the improvement of EFL descriptive writing skills.

Besides, L2 linguistic conventions include both linguistic principles and mechanics such as punctuation, usage, idioms, etc. The improvement of written fluency is one of the main objectives of the course; however students are required to become knowledgeable on acceptable uses of the target language. As this course will be taught in an EFL learners context for secondary level, misspelling or language usage errors will be considered to be a lack of participation in this program. Both characteristics can result in the writer being misunderstood. Due to the restriction of terms used in haiku poetry, this classification can be measured by testing the amounts of misspelling and usage errors in student performance.

Visual presentation is the last category of the rubric. It is a written poem that creates a visual image that relates to its meaning. A visual poem may use spaces between words and letters, breaks between lines, and even alternative spellings of words to produce a visual effect.

In this study, the researcher designed the analytic scale for rating haiku poetry based on related literature. It also adapted to suit L2 learners in the Thai context.

5. The benefits of students writing haikus

5.1 Haiku poems help both readers and writers improve their command of syllabication.

5.2 Students increase their vocabulary as they search to find just the right word to “fit” in their haiku.

5.3 They learn to be more succinct as writers as excessive wordiness has no place in haiku poetry.

5.4 Students practice critical thinking skills.

5.5 Teamwork and leadership skills are put into practice as students help each other write, revise and edit their poems as well as help each other create, edit and animate their assignments.

5.6 Key technology skills are learned and broadened and some students “naturally” emerge as technology mentors helping less tech savvy peers and enjoying their role as the “expert”.

5.7 Haiku allows students to express their creativity and showcase their work.

Haiku enables learners to openly communicate their emotions, critical thinking ability and imagination, and to enhance their syllabication skills. In the second language, students can also find successful ways of communicating their thoughts and emotions in an appropriate form (Iida, 2010).

Related research and studies

1. Previous research on descriptive paragraphs

As compared to research that describes the teaching and learning processes of descriptive paragraph writing and examines the extent to which students are able to write descriptive paragraphs, research into descriptive paragraph writing activities in the EFL context has continued for a long time and has produced differing results. The present study, thus aims at investigating the effects of using haiku poems on descriptive paragraph writing. Previous research is organized according to the important issues found as follows.

Research has explored the fact that evaluating the ability to compose descriptive paragraphs will strengthen the writing experience for students. There are several recent

research projects reflecting the affective advantages for students when looking at the enhancement of writing.

Relevant research was conducted by Tanjung (2011) who explored the utility of learning simple English tenses by descriptive paragraph writing at the second year of MAN 1 Pekanbaru. This study showed that there is a significant difference on students' mastery of using simple present tense between students who were taught by using descriptive paragraph writing and who were taught by using conventional one (traditional grammar lesson/grammar–translation approach). The students could enhance the ability in simple tense after using descriptive paragraph writing.

In examining writing descriptive paragraph, Sadiyah (2011) intended to increase students' abilities to compose descriptive texts by the use of a learning technique aided by an image sequence. It was found that in doing the writing assignment, the picture series–aided learning approach was able to enhance the attitude of the students towards the learning process as well as their own learning behavior. In fact, this allowed students to be effective in creating ideas and finding the words needed to do the assignment. All of them also engaged regularly in community discussions.

Relevant research was conducted by Ariye (2014, Online) who conducted the research under the title “Assessing Descriptive Paragraph Writing Ability of the Eighth Grade Students of SMP Swa Dharma in Academic Year 2013/2014 Through Guided Question and Answer”. The result of this research showed that students achievement score in writing descriptive text was sufficient achievement. She stated that when guided question and answer methodology was applied to the evaluation of descriptive paragraph writing skills, the samples achieved excellent results. It is also recommended that students continue to practice descriptive paragraph writing in daily lives. The researcher should provide some information on the descriptive paragraph skills and the methodology of evaluating their abilities to the students; thus, it would enrich the experience and material in writing descriptive paragraphs. The study also suggests that teaching aids should be used by the English teacher so that the class experience is exciting and enjoyable.

Tshering (2015) discusses how students in grade eight produced and appreciated peer review in descriptive essay writing. The first finding showed that the implementation

of peer evaluation enabled learners to take responsibilities as assessors, enhanced peer collaboration, improved their language in writing essays, and allowed them the ability to encounter peer evaluation. The second research finding revealed that preparation for peer review increased learner satisfaction among participants. This outcome also indicated that after experiencing peer review, the participants achieved improvements in writing. The finding further showed that the intervention of peer evaluation contributed to a change in the attitudes of students towards positive peer assessment perspectives. While the students expected the practice to be challenging, they learned that it was not so; learners were ensured that peer review was beneficial, inspiring and fascinating and they found it not to be dull.

To the same point, Ninik (2016) describes the use of poems as media to boost the capacity of students to compose descriptive texts at the tenth grade level at Ummul Mukminin Islamic Boarding School Makassar. She showed that the students' scores were much higher after conducting the treatment using poetry media in an experimental class. Similarly, Cahyani (2018) proposed the research issue dealing with the degree of the achievement of descriptive paragraph writing skills by students, which is measured through image representation. This study showed that the task of picture description is dramatically useful for improving junior high school students' descriptive paragraph writing abilities. In their descriptive paragraphs, the samples of that study were able to correctly use capital letters and commas, write a paragraph that matched the assignment, and write a paragraph with simple identification and strong grammar. This observation is in line with Harmer (2007), who states that picture descriptions are frequently used to help students deal with grammar and vocabulary in addressing situations. However their ability to introduce students to diverse environments means that they can be used through their creative imagination to inspire students to travel. In their writing, the diversity of student ideas need to convey that they are encouraged to write more and longer sentences even though they may not be grammatically correct.

2. Previous research on haiku

Although previous studies have recorded the applicability of haiku poetry to teaching activities in a number of contexts, few scholars have addressed evaluation, which is one of the most significant factors in language teaching (Iida, 2008). Therefore, the present study investigates the effects of using haiku poems on descriptive paragraph writing. Some previous research is presented and organized according to the essential problems defined as follows.

Once these previous studies have been addressed, it is proper to discuss Iida's (2011, 2012, 2016, and 2017) research studies' methodology and results. Iida's (2011) study addresses two research questions that relate to a) the influence of haiku writing on second/foreign language (L2) academic literacy and b) the perceived attitudes and emotions of language learners with regard to haiku writing in the target language. Twenty Japanese EFL students took part in the study. The research design includes the use of essay-based experiments and the implementation of interviews before and after a six-week intervention that encouraged haiku writing. Iida also (2011) analyzes the contents of weekly journal entries, reflection forms, and a book of 10 compiled haiku from each participant.

The study's results indicate that haiku writing has a significant impact on the growth of EFL academic writing skills. Iida (2011, pp. 179–180) reaches this conclusion on the basis of the findings of the textual review of the pre- and post-tests, as well as the collected haiku poems. By comparing the results of the experiments conducted before and after the intervention, it is clear that the number of words written have increased significantly. The findings also revealed that verbs, passive forms, perfect forms, impersonal pronouns, and transformation words are used more often. Furthermore, a content review of the haiku poems reveals that verbs are often used, while negations are seldom used. Iida (2011) connects these features to proper academic writing.

Regarding the perceived worth of TL haiku production, Iida (2011) notes that participants appreciate the difficulty of composing haiku in a language other than their mother tongue. The challenge is attributed to the participants' need to adapt to the poem's form as well as their prior familiarity with the target language. Nevertheless, Iida (2011, p.

180) claims that the majority of research participants regard haiku writing in the target language as a worthwhile challenge for learning new vocabulary, understanding a greater sense of self-expression, and gaining transferable L2 literacy skills.

Furthermore, Iida (2012) specifically focuses on the examination of EFL students' perceptions towards haiku writing. Twenty Japanese university EFL students took part in Iida's (2012) study experiment, where they were exposed to the structure and composition process of haiku over the course of six weeks. Afterwards, they were asked to compose 20 poems, which were peer reviewed. As a final project, students each selected and compiled 10 haiku poems in a book that included an introduction and a final reflection. Students also kept journals in their mother tongue when writing the poems, in which they record their reflections on their learning experience. The learners were also interviewed at the conclusion of the course.

According to the findings, writing haiku in English is a beneficial task for L2 learners. The growth of L2 linguistic comprehension is a significant benefit of haiku composition (Iida, 2012, p. 1482). Furthermore, the results suggest that participants have strong feelings towards haiku poetry, which is considered to be an effective tool for improving their English skills. In addition, most participants agreed that writing poetry leads to vocabulary enrichment. This argument is supported by the fact that students must discuss meaning conveyance while writing a haiku, according to Iida (2012). This means they must find words to articulate their feelings while still fitting into the poem's structure. Iida (2012) concludes that haiku writing in the target language is an activity that can promote linguistic knowledge development, self-expression, and literacy capacity transfer from and to other genres of writing.

Consider the findings of Iida's (2016, p. 11) case study involving a Myanmar EFL students in Japan as a compliment to the previous assertions. The protocol for the research is identical to those mentioned above. This time, however, the content analysis of the book of ten haiku, the six-week course's final project, was done in terms of background writing, content analysis, and writing stylistics. The author concludes that writing poetry in the target language not only provides language practice but also has the ability to make

L2 literacy more intimate, creative, humanistic, and meaningful. It can also help L2 authors explore, discover, and articulate themselves while learning a new language.

In a similar study, Iida (2017) examines how multiwriting haiku pedagogy can be used to create and express voices in the EFL freshman college writing classroom. Multiwriting haiku has been found to be an important literacy practice for L2 authors in terms of being able to develop a sense of speech in L2 writing and improve their L2 linguistic skills in the learning process. While each haiku can contain errors such as incorrect grammar or a failure to modify syllables, it clearly reflects the writer's emotional reactions to the significant moment, according to this analysis. The voice in the poem is expressed as a product of each writer's reflective, linguistic negotiation of personal thoughts and feelings, as seen in the haiku poem. More rhetorical, linguistic, and systemic options for EFL learners in the form of expressing voices and expectations in L2 literature will be explored in future research using poetry (Hanauer, 2010, p. 60). In this way, the multiwriting haiku was a literacy lesson for the pupils, allowing them to reflect on their own unique experiences and articulate themselves in the present moment. It's worth noting that Iida (2011, 2012, 2016, 2017) considers the development of speech and self-expression to be one of the most critical factors in improving EFL academic writing skills.

In the same line, Akiyoshi (2017) studied the self-perceived voice of Japanese L2 authors in haiku poetry and explanatory prose in EFL freshman college literature. Participants expressed their voices while writing haiku and prose were established, but their self-perception was clearly influenced by factors, such as previous experience in writing L1/L2 haiku. The incorporation of material into a short poem discussing the information's importance is one of haiku's benefits. Students were able to demonstrate this skill in the operation. Akiyoshi recommends future study into the haiku writing classes do not focus entirely on the final product; the haiku response process is crucial. It should be mentioned that further research is necessary to provide evidence to support the use of haiku poetry in descriptive paragraph writing for EFL learners.

Based on the findings of the research, Marpaung (2017) conducted the research to aim at giving further information about haiku writing, its challenges and its use in EFL classroom to promote better English writing. The researcher has investigated haiku writing

through several reading consisted of textbooks and research articles which can help her describe haiku in theory and practice. Samples of haiku written her students are also provided as results of haiku writing exercise in her EFL classroom. Promoting haiku writing in EFL classroom let the students have the experience of stimulated learning by exploring their senses in writing about anything in nature as the main and traditional topics of haiku writing. The researcher highly expects that haiku writing can be helpful for EFL teachers to help their students to have more interest in writing and gain better creative writing skills.

Summary

There were many experts and researchers that adopted poetry in writing course in order to develop EFL learners writing skills. Poetry writing has the potential to be incorporated into the EFL class curriculum in Thai school. Furthermore, writing poems could promote the learning of vocabulary that can be transferred to not only writing but also to everyday use. Haiku writing is a technique for teaching English language skills including academic writing, creative writing, and argumentative writing. Haiku as a kind of poetry is worth to try in EFL classroom. It also improves creative writing skill and English linguistic awareness. There were few research studies using haiku poems as a valuable tool to teach English writing in descriptive paragraph writing. This innovative way of teaching probably helped to develop language instruction and learning methods. In this research, the researcher aimed to adopt haiku poems as an effective material to support EFL learners in order to develop their descriptive paragraph writing skills.

Based on the literature and related research studies, the researcher used the haiku poems to develop descriptive paragraph writing skills of EFL learners in this study. In this study, the researcher designed the descriptive paragraph writing instruction integrated with haiku poems in lesson plans. Based on descriptive writing model adapted from SFV Model (Spencer, 2005), PLEASE Strategy (Welch, 1992), FSWM Method (Gould and Evan, 2010) and DLC technique (Peha, 2003), there were four stages of the descriptive writing process namely Preparing for Pre-writing (P), Acquisition Whilst Writing (A), Practicing for Post-writing (P) and Assessing for Writing Outcome (A). Therefore, the students had the opportunities to create descriptive writing through haiku poems in EFL classroom. So, it can be assumed that haiku poems can develop students' writing of descriptive text.

In conclusion, Chapter II presents the related theory and literature which includes foreign language curriculum, the concept of writing, the concept of a paragraph, the concept of a descriptive paragraph, the concept of literature, and the concept of haiku poetry. Finally it ends with related research and studies on descriptive paragraphs and haiku poems. These topics lead to the formation of the present study that intends to provide more information on using haiku poems to teach descriptive paragraph writing and fill the gaps in the body of research.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, an overview discusses on how the present study was conducted on the research topic and purpose. The methods to investigate the questions of the study are divided into five main parts: 1) research design, 2) population and sample group, 3) research instruments, 4) data collection, 5) data analysis, and 6) ethical considerations.

Research Design

The current research was conducted using a quasi-experimental design with a total of 36 participants chosen from a group of 121 participants in an 8 week course, for 2 hours per week, for a total of 16 hours. The research procedure aimed to investigate the effects of using haiku poems on students' writing ability in descriptive paragraph writing. Second, it also compared the students' writing ability in descriptive paragraph writing before and after being taught to write haiku poems versus a teaching method in a teacher's manual. Third, it explored the students' perceptions towards using haiku poems to improve writing ability in descriptive paragraph writing. In the experimental class, haiku poems as well as a pre- and post-test were employed. The researcher is therefore interested in finding out whether or not teaching haiku poems helps students create more -descriptive paragraphs. The research design was the quasi-equivalent control group design as shown in Table 6 below:

Table 6 Research Design

Group	Pre-test	Treatment	Post-test
Experimental group	O ₁	X ₁	O ₂
Control group	O ₁	X ₂	O ₂

Source: Wiersma and Jurs, 2009, p. 167

The symbols used in research design:

O_1 = Pre-test before experiment

X_1 = Experimental treatment 1, using haiku poems teaching method

X_2 = Experimental treatment 2, using teacher's manual teaching method

O_2 = Post-test after experiment

Based on the explanation above, before the experiment, the students were given a pre-test (O_1) to determine their prior knowledge. Following that, the experimental group received treatment (X_1) on descriptive paragraph writing using haiku poems as teaching media. The control group, received treatment (X_2) as teaching method. Both groups were given a post-test (O_2). The post-test was used to determine the students' achievement. Both groups' scores were compared to see if there had been any development.

Population and sample group

1. Populations: The population for this study included Mathayomsuksa 2 students at Wattaitalad Municipal School, Uttaradit Municipality, Uttaradit Province in the second semester of academic year 2021. The total number of students enrolled in the English class was 121.

2. The sample group: The sample group was obtained from Mathayomsuksa 2 students enrolled in English Reading and Writing, a 16-hour course that combines language teaching with integrated skills instruction, during the second semester of the academic year 2021. Thirty-six students were chosen as samples for the study using a lottery simple random sampling. They were divided into two groups, experimental and control, with 18 students in each group. Additionally, in this study, nine students were chosen at random to engage in group interview sessions, three from each of the three levels of English proficiency (Beginner (B), Intermediate (I) and Advanced (A)).

The reasons for selecting eighth grade students in English Reading and Writing in this study were: (1) the researcher has had experience teaching the English Reading and Writing course, which has been integrated only into the upper high school curriculum of the Thai general education system; (2) eighth graders do not take yearly O-Net tests in Thailand so they were available and willing to participate in the experiment and data

collection processes; and (3) the eighth graders were perceived to be experienced enough to take on and master some assigned tasks by themselves. This serves for the purpose of effectiveness and participation in the processes of experimentation and data collection.

Research Instruments

The instruments used in this study include: 1) a writing ability achievement test, 2) eight paragraphs writing through haiku poems lesson plans, 3) a questionnaire surveying perceptions on descriptive paragraph writing through haiku poems, and 4) a semi-structured interview on descriptive paragraph writing through haiku poems. The lesson plans and the writing ability achievement tests were designed to answer research questions 1 and 2. The writing ability achievement tests were based on the evaluation of components of writing tests such as content, organization/structure, word choice, style and mechanics. The achievement tests were used to assess students' descriptive paragraph writing abilities before and after learning through haiku poems. Semi-structured interviews and a questionnaire were used to answer research questions 3, regarding the students' perceptions towards using haiku poems to develop their descriptive paragraph writing.

1. Writing ability achievement test

The writing ability achievement pretest and posttest were the same tests. The pre-writing ability achievement tests were used to evaluate participants' writing skills in the experimental and control groups prior to the experiment, whereas the post-writing ability achievements tests were used to measure students' writing skills following instruction on haiku poems before the creation of descriptive paragraphs. The students were instructed to write descriptive paragraphs describing a favorite location or the school environment for the pre- and post-writing ability achievements tests. The topics for the pre-test and post-test were similar. A paragraph had to be at least 100 to 150 words in length, and 60 minutes was allotted for writing. The followings procedures were used to create the writing ability achievement tests.

1.1 The objectives of the developing skills for English Reading and Writing were studied.

1.2 The relevant research, documents, and journals that involve creating writing lesson plans through haiku poems were studied.

1.3 Writing topics for descriptive paragraph writing from various resources including English curriculums, textbooks, and the Internet were studied.

1.4 Writing topics were selected that were suitable and interesting for the design of the writing ability achievements tests. The researcher wanted to have 5 topics for the test.

1.5 The writing ability achievements tests were constructed from the chosen topics and descriptive paragraph writing rubric. The writing ability achievements test comprised 2 topics; “my favorite place” or “school environment”. The writing ability achievements tests were evaluated using rcampus.com's rubric (Palloff and Pratt, 2009), which was created based on the Written Expression Rubric (WER) by Sundeen (2007). The evaluation form was a 4 level rating scale that covered five criteria: content, organization/structure, word choice, style, and mechanics as shown in the following Table 7.

Table 7 Descriptive paragraph writing rubric

Criteria for descriptive paragraph writing	4 = Proficient	3 = Competent	2 = developing	1 = beginning
Content	The topic sentence is very well-written. The reader's interest is picqued and their focus is maintained. It states precisely what the subject is and whether this paragraph is about causes or consequences.	The topic sentence has a reasonable amount of development. However, it is not especially fascinating or imaginative, but it does include the causes and effects and/or illustrates the topic.	The topic sentence describes the topic of the analysis but does not include a justification for the analysis or a description of causes and effects.	The topic sentence does not explain what is being analyzed, and the cause and effect analysis implied has no apparent justification.

Table 7 (cont.)

Criteria for descriptive paragraph writing	4 = Proficient	3 = Competent	2 = developing	1 = beginning
Organization/ Structure	The descriptions are arranged in a logical way, and they efficiently examine the topic. They use imagination to attract the reader and create their attention. The paragraph begins with identification and ends with an appropriate conclusion.	The descriptions are in a reasonable, efficient order, and they analyze the topic well in terms of descriptive writing, but they are not especially interesting or engaging. The paragraph adequately begins and ends with identification.	The explanations are in a logical order, but there aren't enough of them to adequately discuss the topic, and some of them do not contribute to descriptive writing. The beginning of paragraph is discernible and a lack of identification at the end.	No discernible organization. There are either no specifics or they are not in any discernible order. They don't make it clear whether or not they're writing descriptively. Both beginning and ending are not mentioned in descriptive writing.
Word Choice	The writer employs descriptive words and phrases that endure or conjure up pictures in the reader's imagination, and the word selections and positions seem precise, normal, and unforced.	The writer uses descriptive words and phrases that persist or conjure up pictures in the reader's imagination, but the words are often misused or overdone.	The writer uses simple language, but the writing lacks diversity, creativity, and flair.	The writer has a limited vocabulary that does not effectively express or engage the reader. Context and expressions take away from the essence of a sentence.

Table 7 (cont.)

Criteria for descriptive paragraph writing	4 = Proficient	3 = Competent	2 = developing	1 = beginning
Style: sentence flow, and tone	The writing is smooth, skilled, and well-organized. Sentences have a variety of structures and are strong and expressive. The paragraph is written with a coherent and acceptable tone and word choice. Transitions are necessary and contribute to the paragraph's effectiveness.	The writing is easy to read, and the structure of the sentences is varied. The tone is consistent, the word choice is appropriate, and transitions are used effectively to guide the reader.	Although the writing is completely obvious, there may be a lack of variety in the sentences. The tone is unpredictable, and the word choice, while adequate, could be improved. If there are transitions in the paragraph, they do not add to the overall effectiveness of the text.	Writing is disconcerting and difficult to comprehend. There are fragments and/or run-on sentences in this article. The tone and purpose are inconsistent and difficult to interpret. Transitions are either missing or misinterpreted.
Mechanics	Punctuation, spelling, grammar, and capitalization are all perfect.	There are a few small inconsistencies of punctuation, spelling, grammar, and capitalization, however they do not subtract from the paragraph's overall meaning and effectiveness.	Although there are a few mistakes in punctuation, grammar, spelling, and capitalization, the paragraph's context and meaning can also be deduced.	Grammar, punctuation, spelling, and capitalization errors are distracting.

Source: Sundeen, 2007, p. 120

The researcher determined levels of proficiency from Stanny and Nilson (2014) as follows:

Score range	Level of proficiency
16–20	Excellent (4)
11–15	Accomplished (3)
6–10	Developing (2)
1–5	Beginning (1)

1.6 The writing ability achievements tests were checked by sending copies to three academically qualified experts: one Japanese professor of English and two Thai professors of English to test its validity, level of difficulty of languages structures, and appropriateness (See Appendix A). The three experts' specializations are curriculum and instruction, educational research and evaluation, and literature, respectively. The experts evaluated the Item Objective Congruence (IOC) criteria of the achievement test using the following rating scale:

- +1 For an item that was in congruence with the learning objective.
- 0 For an item that was of uncertain congruence with the learning objective.
- 1 For an item that was not in congruence with the learning objective.

1.7 The Item Objective Congruence (IOC) score for each item in the writing ability achievements tests was found from the three experts' evaluations. If the IOC was more than or equal to 0.50, the lesson plan was acceptable. The lesson plan, however, wasn't accurate if the IOC was less than 0.50 (Visser, 2017). All the tests were found to meet the standards of the Item Objective Congruence (IOC) at 1.00.

1.8 The test was modified and changed in response to the experts' feedback, including the test's language and administration duration. These expert opinions and recommendations were needed to improve the test's appropriateness and effectiveness.

1.9 The writing ability achievements tests were ready to be used by the participants.

2. Lesson plans using haiku poems

The lesson plans for the course were divided into two sets. The first set was the lesson plans for the experimental group and the other one was the lesson plan for the

control group. Hence, the course plan for this study consisted of 19 sessions for lesson on descriptive paragraph writing consisted of 16 sessions for descriptive paragraphs writing, 2 sessions for pre and post writing ability achievements test, and an interview. This course plan was used for the experimental group. The following was the procedure for writing the lesson plans:

2.1 Foreign language curriculum issues indicated by Office of The Basic Education Commission were analyzed.

2.2 The Wattaitalad Municipal School foreign language curriculum was analyzed and the objectives for developing skills for the English Reading and Writing course were studied.

2.3 Relevant research, documents, journals and other materials that involve creating lesson plans for descriptive paragraph writing strategies were studied.

2.4 The contents of the lesson plans were selected.

The contents were taken from various English textbooks for grade 8 presently being used in the foreign language curriculum, CEFR curriculum, and from the needs analysis. In addition, the content was selected from the Ordinary National Education Test (O-Net) on the website <http://www.niets.or.th>. The content selected was based on four main parts: dialogue or expression, vocabulary, reading and writing. The results from the needs analysis questionnaire indicated topics as follows: daily routines, traveling, technology, shopping, local culture, and environment.

2.5 The objectives of each lesson plan was identified and set up.

2.6 The lesson plans using haiku poems to improve students' writing abilities in descriptive paragraph writing were adapted from Gould and Gould (2010); Graham, Harris and Mason (2007); Spencer (2005); Peha (2003).

2.7 Eight lesson plans by using haiku poems and learning materials for use in the experimental were constructed based on the procedures and theories of descriptive paragraph writing model.

Procedure of haiku poems lesson plans

In this study, the researcher used a theory and a procedure of a descriptive paragraph writing model through haiku poems adapted from Gould and Gould (2010);

Graham, Harris and Mason (2007); Spencer (2005); Peha (2003), which consisted of four steps. The students first encountered a 5-minute warm up activity from the lecturer at each one-hour (60 minute) class meeting. They finished the exercise by reviewing the descriptive writing guidelines and then reading and analyzing the brief texts of each model paragraph. The students then used a writing process approach, beginning with a 10-minute pre-writing activity. They mostly brainstormed their ideas among group members in pre-writing. In addition, the students had 10 minutes to draft their paper and another 15 minutes to write on it. After that, there was a 20 minute editing, evaluation, and presentation activity. They were assigned the guidelines after the part of the lesson. They were permitted to consult specific sources of knowledge such as dictionaries or textbooks, as well as to inquire about the model paragraph or other aspects of their writing. The instructor then gave a presentation or a wrap-up lesson to emphasize the concept or language issues that were discovered during the activity. The lesson plan and the activities stated are as follows:

Table 8 The lesson plan and the activities stated

Stage	Activity	Teacher's Role	Student's Role
1	Preparing for Pre-writing: P : Free writing is a prewriting technique in which an individual writes continuously for a predetermined amount of time without concern for spelling, grammar, or topic. The methods of brainstorming and mind mapping are used in the free writing process.	Introduction to haiku composition: Analysis of the semantic and formal features of haiku. 1. Teacher gives a brief lecture about the origin, nature, and formal features of haiku and descriptive writing with whole-class discussion using flash cards, images, or questions in this process.	1. Students learn about the role of the writer's voice in writing a literary work through this method. 2. Students choose the topic and generate ideas by brainstorming and discussion. Students could be discussing the descriptive words needed to associate the topic.

Table 8 (cont.)

Stage	Activity	Teacher's Role	Student's Role
		2. Teacher provides some examples of simple haiku poems as media and explains its purpose during the treatment. Then, the teacher explains the way how to describe them and allow the students to accurately read the poems.	3. Students extend and organize ideas into a mind map, spider-gram, in linear form. 4. Students start the composition of their first haiku using the information they have acquired from their mind map. 5. Students finish composing / editing their first haiku. 6. Students are divided into small groups (3-4). 7. Students read their haikus aloud and shares their experience and reactions towards haiku composition.
2	Acquisition Whilst Writing: A : Acquisition whilst writing involves determining a draft version of the outline in written form. It is the process of placing thoughts into sentences. Three techniques are used in this process: sensory details, figurative language, and vivid vocabulary. At this phase, Haiku	1. Teacher demonstrates how to arrange the material into a paragraph structure. 2. Teacher presents an example of a descriptive paragraph in class for the students to observe and	1. Students identify and label words related to the topic in group activities. 2. Students improve sentences using all of the vocabulary they've learned from haiku poetry.

Table 8 (cont.)

Stage	Activity	Teacher's Role	Student's Role
2	poems are used to promote cooperative activities outside of the classroom by providing an interactive world for communication between teachers and students.	underline the descriptive words. 3. During the writing process the teacher goes around encouraging students to write a paragraph. 4. Teacher checks the paragraph and suggests the students swap papers and read aloud with their classmates.	3. Students write the first draft on their chosen topics, including a descriptive paragraph. 4. Students in groups give their initial comments and identify which drafts include introduction, identification, description and conclusion.
3	Practicing for Post-writing: P : Post writing is an activity that the students need to do after completing the draft. It ensures that they check and edit the whole essay and then share with the teacher to jointly construct a written text. The editing and sharing processes are included in this procedure. Editing is the processes of improving a piece of writing by having the writers' check, add to, and delete their own writing. Content and organization may be improved by inserting and removing	1. Teacher gives feedback on drafts. 2. Teacher and students collaborate to jointly construct a strong descriptive paragraph. 3. Teacher controls the pen/marker and records the students' ideas, providing additional support through prompts, questions, and suggestions when necessary.	1. Drafts are exchanged and students take a second look at the words and sentences they used to express their ideas and fix any problems in grammar, punctuation, and sentence structure in the text. 2. Students generate ideas, apply writing/edit processes and their new learning. 3. Students share the final drafts of their descriptive paragraphs

Table 8 (cont.)

Stage	Activity	Teacher's Role	Student's Role
	information, as well as enhancing consistency, design, and flow of ideas.		with the whole class and teacher to jointly construct a written text.
4	<p>Assessing for Writing</p> <p>Outcome: A</p> <p>: Writing outcome is a final product that the students can publish as a complete written text to allow the evaluator to obtain another perspective on the topic. Oral presentations, poster presentations, worksheets, or visual organizers can be used to present the results of the students' descriptive writing to the whole class.</p>	<ol style="list-style-type: none"> 1. Teacher uses the descriptive paragraph writing rubric to assess the final draft with illustrations or following content, organization, creative writing, understanding of haiku poem and linguistic feature. 2. Teacher leaves students freedom to choose which technology to use to publish their writing products including creating a poster, school or class newspapers, school or class magazine, or even using ICT media such as a students' blog. 3. Teacher encourages the students to prepare skits or exhibitions. 	<ol style="list-style-type: none"> 1. Students evaluate their complete written text in a small group with peer evaluation forms and student self-evaluation. 2. Students are given the opportunity to show and their classmates and publish their collection of haiku and descriptive paragraphs in the form of posters, school or class newspaper, school or class magazine, or even using the ICT media.

Each stage was created to motivate, encourage, and challenge students to interact in engaging learning opportunities that included not only classroom instruction but also outdoor events that recognized hands-on experience with the topics of interest.

2.8 The planned lessons were submitted to the research advisors and then to the three experts for checking their contents and validity. The checking consisted of appropriateness of learning objectives, the relationships between contents and activities, learning materials, and the relationships learning objectives and evaluation. The researcher analyzed the lesson plans following Numseewang (2011) and interpreted those as below:

Means		Interpretation
4.51–5.00	means	Very Suitable
3.51–4.50	means	Suitable
2.51–3.50	means	Moderate
1.51–2.50	means	Unsuitable
1.00–1.50	means	Very Unsuitable

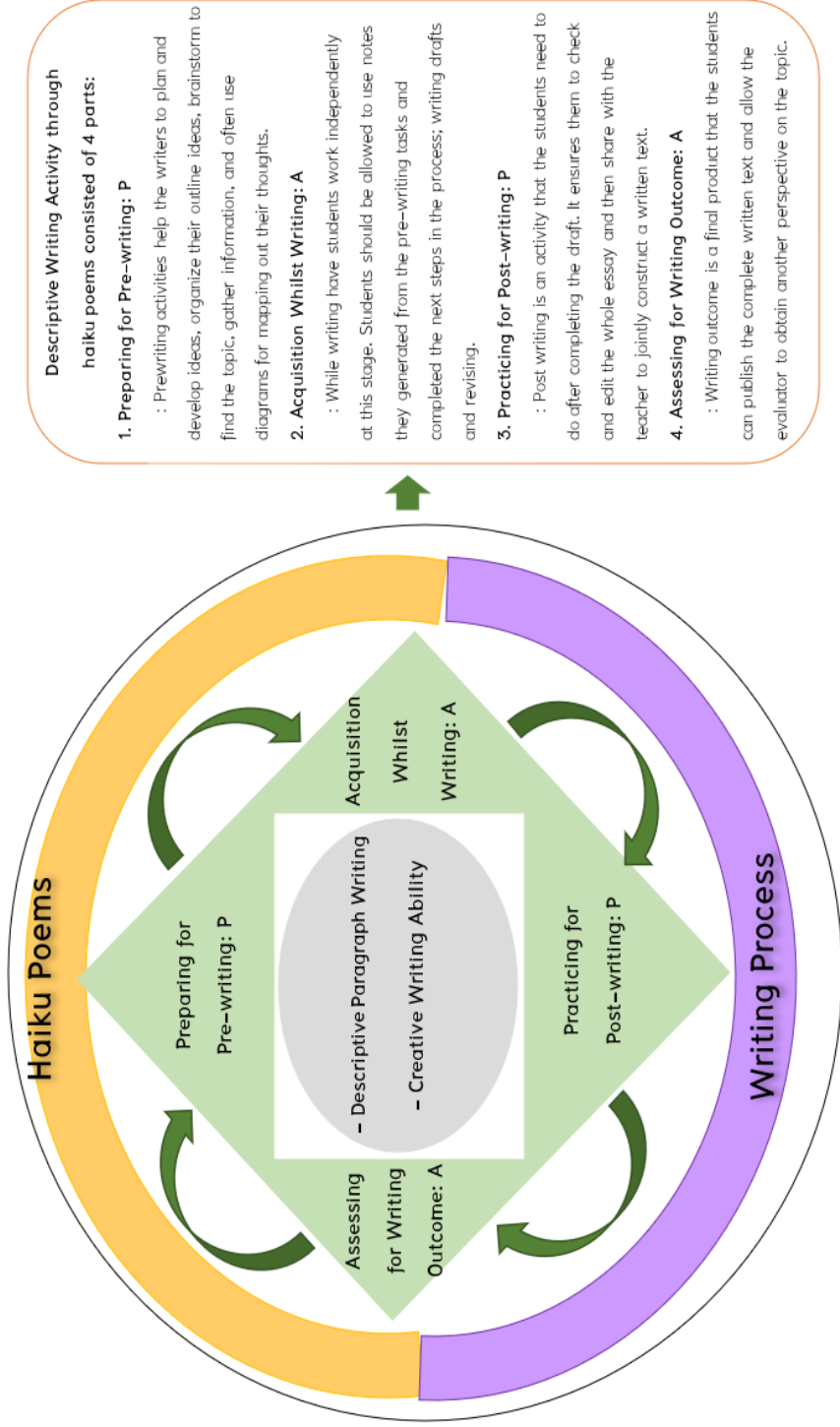
After having been analyzed by the researcher, the average mean score of the haiku poems lesson plans was 4.85 at very suitable level, and the average mean was 4.78 at very suitable level for the teacher's manual.

2.9 With suggestions from the research advisors and experts, some contents of the lesson plans were added and others were removed; wording was also checked and corrected. The evaluation was evaluated using a checklist on rating scale. The experts' evaluation values indicated that the lesson plans were accepted as applicable. The researcher revised the lesson plans in accordance with the guidance and recommendations given by the three experts before asking them to increase the effectiveness of these English lesson plans. The following figure, Figure 7 presents the model of writing activity in each class meeting which was adapted from Gould and Gould (2010), Graham, Harris and Mason (2007); Spencer (2005); Peha (2003).

2.10 The lesson plans were then tried out with a similar group of students who were not the sample groups; however, this group of students had similar background and social status with the sample group.

2.11 The tested lesson plans were finally judged and improved, and they were judged to be completely content-validated lesson plans able to be employed with the real sample groups.





Descriptive Writing Activity through haiku poems consisted of 4 parts:

- 1. Preparing for Pre-writing: P**
: Prewriting activities help the writers to plan and develop ideas, organize their outline ideas, brainstorm to find the topic, gather information, and often use diagrams for mapping out their thoughts.
- 2. Acquisition Whilst Writing: A**
: While writing have students work independently at this stage. Students should be allowed to use notes they generated from the pre-writing tasks and completed the next steps in the process; writing drafts and revising.
- 3. Practicing for Post-writing: P**
: Post writing is an activity that the students need to do after completing the draft. It ensures them to check and edit the whole essay and then share with the teacher to jointly construct a written text.
- 4. Assessing for Writing Outcome: A**
: Writing outcome is a final product that the students can publish the complete written text and allow the evaluator to obtain another perspective on the topic.

Figure 8 Model of Descriptive Writing Activity

Source: Adapted from Gould and Gould, 2010; Graham, Harris and Mason, 2007; Spencer, 2005; Peha, 2003

3. Questionnaire surveying perceptions on descriptive paragraph writing through haiku poems

The questionnaire aimed to investigate the students' perceptions on using haiku poems to improve their descriptive paragraph writing abilities. All 36 students participants were asked to complete questionnaires on their perceptions towards using haiku poems in descriptive paragraph writing. The researcher distributed the questionnaires to the participants near the end of the session. Students read the research objectives and direction themselves after the researchers gave a complete explanation of them. After 10 minutes, the researcher began collecting completed questionnaires from the student participants, checking carefully for any blanks, and requesting that they fill them out if necessary. In the procedures for the preparation of the questionnaire, the descriptions of each step were as follows:

3.1 Based on the theory and documents reviewed, a thirty-six item questionnaire was constructed by the researcher to measure the students' perceptions towards using haiku poems in descriptive paragraph writing. The questionnaire consisted of thirty-six checklist items. The questionnaire was modified from Strayer (2007), Johnson and Renner (2012); Pierce and Fox (2012); Enfield (2013); Glynn (2013). Likert's five-choice-scale checklist type was used for surveying the students' perception towards the activities, the students' roles, the teachers' roles and the materials.

3.2 The constructed questionnaire was submitted to the research advisors and then to the experts to check for proper wording and content validity.

3.3 With suggestions and recommendations from the research advisors and the experts, the IOC values of the items in the questionnaire were calculated. One item 24 had the IOC values of less than 0.5; it was therefore cut off. The questionnaire finally included only thirty-five items, one of which was a negative item. The negative item was item 24.

3.4 It was pilot-tested with a student group similar to the sample group.

3.5 The data from the test run were used to calculate the discrimination values of the questionnaire items. Cronbach's alpha (α -coefficient) was used to calculate the reliability of the whole questionnaire. The reliability of a questionnaire has to be least .70 to be considered "acceptable". The reliability calculated was 0.79, and the values of the

questionnaire items ranged from 0.27 to 0.75. These indices indicated that the questionnaire was acceptable for application.

3.6 The questionnaire was administered to the sample groups right after they finished their lessons by using haiku poems.

The criteria for decoding scores of Likert's five-choice-scales are as follows:

Positive items:

Strongly agree = 5

Agree = 4

Uncertain = 3

Disagree = 2

Strongly disagree = 1

Negative items:

Strongly agree = 1

Agree = 2

Uncertain = 3

Disagree = 4

Strongly disagree = 5

The criteria for interpretation of the mean levels by using midpoints (Srisa-ard, 2004) were:

4.21–5.00 = Very High

3.41–4.20 = High

2.61–3.40 = Neutral

1.81–2.60 = Low

1.00–1.80 = Very low

4. Semi-structured interviews on descriptive paragraph writing through haiku poems

Students' perceptions toward the effect of studying haiku poems on their descriptive paragraph writing abilities were collected via semi-structured interviews. In this research, the semi-structured interviews were performed with nine student participants for more in-depth information beyond that obtained from the questionnaires,

as well as for teacher participant data from those teachers who took part in the in-depth interviews. By applying this technique, the interviews were more relaxed and flexible. Three professional English teachers, one native speaker, and two Thais each read and decided on six questions. Face-to-face interviews with guidelines were designed to investigate the students' perceptions towards using haiku poems to improve descriptive paragraph writing. Nine students were chosen at random to engage in group interview sessions, three from each of the three levels of English proficiency (Beginner (B), Intermediate (I), and Advanced (A)). During the process of interview, the audio of interviews was recorded by the researcher. This enabled the researcher to save the information effectively (Creswell, 2012). Each session, held in Thai, was recorded and then translated into English. This semi-structured interview aimed at gaining in-depth data.

Three semi-structured interviews (3 participants for 1 meeting) were applied in the following steps: 1) Student interviewees were met at Wattaitalad Municipal School by appointment. 2) They were informed of the objectives of the interviews. 3) The subjects were asked for their permission to record the conversation. 4) The data obtained through the interviews were used to generate ideas about the students' perceptions after learning through haiku poems. Each semi-structured interview lasted approximately 30 minutes.

Three experts independently reviewed this questionnaire to ensure its appropriateness and effectiveness. Curriculum and instruction, educational technology and communications, and educational research and assessment are the three specialists' respective areas of expertise. The average value of IOC from the experts was between 0.50–1.00. The interview questions were piloted by the researchers in advance and they are as follows:

4.1 What do you think about the activities on descriptive paragraph writing through haiku poems?

4.2 Tell me more about the role of students in class.

4.3 Describe your teachers' role. How do you feel about her teaching? What can the instructor do to better help you reach your learning goals?

4.4 Would you recommend the features of haiku poems to other EFL students?

Data collection

The data were collected during 1st November–31st December 2021. The duration of time the participants spent on descriptive paragraph writing by using haiku poems was 8 weeks, for 2 hours per week or 16 periods. Each period took 60 minutes. The experiment was performed at Wattaitalad Municipal School, Uttaradit Municipality, Uttaradit province, during the second semester, of the 2021 academic year. In order to answer the three research questions related to the investigation of the effects of using haiku poems on students' writing ability in descriptive paragraph writing, the researcher collected data derived from three data sources: students' writing ability achievement tests, lesson plans, and students' perceptions through questionnaire and semi-structured interview.

The steps of data collection were as follows:

1. All participants were required to complete a consent form to allow the researcher to include their data in the study. They could choose whether or not to participate in the study. The human ethics form was affirmed by the University of Phayao.

2. The participants in both the experimental and control groups took the writing ability achievements pre-test in order to collect their writing scores and measure their writing proficiency prior to learning.

3. The researcher herself used the eight lesson plans to teach both groups by using the same content and amount of time, but the groups received treatment by different strategies.

The experimental group was taught using eight paragraph writing through haiku poems lesson plans.

The control group was taught using seven paragraph writing lesson plans from the teachers' manual.

4. After finishing the experiment, both the experimental group and the control group took the writing ability achievements post-test. In so doing, the mean scores of the two groups' skills in descriptive paragraph writing could be compared and analyzed in this study.

5. The pre-test and post-test results of both groups were collected and statistically analyzed by a t-test independent sample.

6. The experimental group was asked to answer the perception questionnaire towards using haiku poems to improve their descriptive paragraph writing abilities. The data were analyzed with the mean (\bar{X}), and standard deviation (S.D.).

7. The experimental group was interviewed with six questions. Nine of the participants were chosen at random to participate in the interview. The findings of interviews supported the findings of the perceptions questionnaires. Then, the data analysis was conducted with the content analysis.



Table 9 Schedule of conducting teaching and data collection

Week	Sessions	Group		Procedure	Instrument	Purpose
		Control	Experimental			
1	1	✓	✓	<p>The pre-test was administered to all 36 Mathayomsuksa Two students.</p> <p>There was an orientation for the experimental group.</p>	<p>1. Pre-Writing ability achievement tests on the topic “My favorite place or School Environment” (60 minutes)</p>	<p>1. To collect the pre-test scores in order to know the background knowledge with comparable scores.</p> <p>2. To introduce descriptive paragraph writing through haiku poems</p> <p>3. To assign the role of students in class</p>
2	2-3	✓	✓	<p>Lesson 1: The world of Haiku (Experimental group)</p>	<p>1. Haiku poems</p> <p>2. Haiku grading checklist</p> <p>3. Haiku poem assessment</p> <p>4. Creative writing assessment</p>	<p>1. To describe the traditional rules of haiku</p> <p>2. To develop a vocabulary and ideas through composing haiku poems (Each lesson lasted 120 minutes)</p>

Table 9 (Cont.)

Week	Sessions	Group		Procedure	Instrument	Purpose
		Control	Experimental			
3	4-5	✓	✓	Lesson 2: Descriptive writing	1. Descriptive Paragraph Writing Assessment 2. Peer Evaluation Form	To understand the steps of writing descriptive text and to write a simple descriptive written text
4	6-7	✓	✓	Lesson 3: Describing daily routines	1. Six essays worksheets for six descriptive paragraph writing lessons/topics	To expose students to writing training: the process of descriptive paragraph writing (Each lesson lasted 120 minutes)
5	8-9	✓	✓	Lesson 4: Let's take a trip		
6	10-11	✓	✓	Lesson 5: The world of technology	2. Peer Evaluation Form (Used in both group)	
7	12-13	✓	✓	Lesson 6: I like shopping		
8	14-15	✓	✓	Lesson 7: Interesting Local Festival	3. Six English haiku poems worksheets (used only in the experimental group)	
9	16-17	✓	✓	Lesson 8: Environment		
10	18-19	✓	✓	The post-test was administered to both groups. The students were individually tested.	Post-Writing ability achievement tests on the topic "My favorite place or School Environment" (60 minutes)	To collect post-test scores in order to evaluate the participants' writing ability after the experiment

Table 9 (Cont.)

Week	Sessions	Group		Procedure	Instrument	Purpose
		Control	Experimental			
11	19		✓	The questionnaires were administered and the informal group interviews were held.	<ol style="list-style-type: none"> 1. The questionnaire surveying perception on descriptive paragraph writing through haiku poems for experimental group 2. Interview question forms (used by the researcher) through haiku poems 	<ol style="list-style-type: none"> 1. To gather in-depth information on students' perception 2. To elicit the students' perceptions towards descriptive paragraph writing through haiku poems

Data Analysis

In this section, the collected data were analyzed by using descriptive statistics such as mean (\bar{X}), standard deviation (S.D.), inferential statistics and the independent groups t-test to compare the mean scores obtained from the pre- and post-tests of both the experimental group and the control group. Data analysis software was used in the calculation. Next, in order to investigate the students' perceptions towards using haiku poems, the semi-structured interviews were analyzed through content analysis. The researcher analyzed the data collected as follows:

1. Arithmetic means (\bar{X}) and standard deviation (S.D.) were used to verify the average scores of total students in the experimental and control groups for eight weeks.

2. The pre- and post-tests results from the experimental and control groups were analyzed. The students' pre- and post-test results for composing descriptive paragraphs using haiku poems were compared using a paired t-test. In addition, independent t-test was used to compare the students' pre- and post-tests scores.

3. The data obtained from the questionnaire were transformed into descriptive statistics including means (\bar{X}) and standard deviation (S.D.). The findings were analyzed based on the five-point Likert scale ranging from 1 as 'strongly disagree' to 2 as 'disagree,' 3 as 'uncertain,' 4 as 'agree,' and 5 as 'strongly agree.' The criteria for interpreting data were from a range divided by numbers of levels. This was $(5-1) = 0.80$. The means was added up with 0.80 for each level according to Srisard (2004). The mean score, derived from student responded concerning perceptions, was interpreted by the following ranges:

Mean		Interpretation
4.21–5.00	means	Very High
3.41–4.20	means	High
2.61–3.40	means	Neutral
1.81–2.60	means	Low
1.00–1.80	means	Very low

4. The data obtained from the semi-structured interviews were firstly transcribed by the researcher and later analyzed by using content analysis. The data were coded and

categorized into themes grouping similar answers and those that were frequently mentioned. Also noted down were interesting data. Then, the researcher compared and contrasted the analytic categories generated from students' interview data and teachers' interview data to highlight the main areas in which their perspectives differed consistently.

5. Statistics used for the reliability assessment and content validity of instruments and materials were as below:

5.1 The statistic used for the reliability assessment of the questionnaire was the coefficient alpha of Cronbach.

5.2 The statistic used for the content validity of pre and post-tests, questionnaires, and semi-structured interviews was the IOC (Index of Item Objective Congruence).

5.3 The statistic used for the contents and validity of lesson plans was a checklist on rating scale following Numseewang (2011).

Ethical Considerations

In order to address the ethical considerations of the study, the researcher submitted the consent form to Human Ethics Committee, University of Phayao for approval. The followings were used to preserve the participants' rights:

1. Before participating in the study, all the participants were required to complete a consent form to allow the researcher to include their data. They could choose whether or not to participate in the study.

2. Participants had the option to drop out of the sample at any time.

3. The participants were fully briefed about the objectives of the study, the procedures of data collection, instruments, and their rights to leave the process whenever they felt uncomfortable.

4. The participants' privacy was ensured, and their identities were not disclosed.

5. The participants were instructed which proficiency category they belonged to.

In conclusion, Chapter III describes the research methodology for the present study. It began with research design, population and sample group, research instruments and procedure which included achievement tests, lesson plans using haiku poems, questionnaires, and semi-structured interviews. Data collection and data analysis and statistical analysis

methods then followed. This chapter ends with a summary of ethical considerations. Chapter IV presents the quantitative and qualitative results regarding the effects of using haiku poems on descriptive paragraph writing and students' perceptions towards using haiku poems to improve descriptive paragraph writing.



CHAPTER IV

RESULTS

This chapter presents the results of the three research questions which were divided into 3 main sections. Section 1 involves the effects of using haiku poems on students' abilities to write descriptive paragraphs. Section 2 reveals the results of the students' abilities scores in descriptive paragraph writing before and after being taught through haiku poems versus the teaching method in the teacher's manual for this course. Finally, Section 3 deals with presenting the results of the questionnaire surveying perceptions and the semi-structured interviews on studying descriptive paragraph writing through haiku poems. All results of the current study are presented either quantitatively or qualitatively following the sequence of the specific research regarding the development of the students' writing abilities through using haiku poems. The results of the analyses have been presented in light of the research questions:

Research Question 1: What are the effects of using haiku poems on students' abilities to write descriptive paragraphs?

Research Question 2: What are the differences of the students' abilities to write descriptive paragraphs before and after being taught through haiku poems versus the teaching method in the teacher's manual?

Research Question 3: What are the students' perceptions towards using haiku poems to improve students' abilities to write descriptive paragraphs?

The results derived from the data answering each research question were illustrated in the following sections.

Section 1: Research Question 1: What are the effects of using haiku poems on students' writing ability in descriptive paragraph writing?

The purpose of the first research question was to compare the students' English paragraph writing abilities before and after learning through haiku poems in order to highlight the development of students' writing abilities after the implementation of this teaching

method. The results in this section were divided into 2 parts. The first part represented the students' writing abilities test scores before and after learning through haiku poems. The second part described the results of language features and aspects of error analysis in the descriptive paragraph writing ability achievement tests taken by the students in the current study. Examples of the students' descriptive paragraph writing abilities pre- and post-implementation were also provided.

1. The effects of using haiku poems on students' abilities to write descriptive paragraphs for the experimental group

This section illustrates the results of the students' writing ability test scores before and after learning through haiku poems. The mean of the eighth grade students' English writing ability on the pre-test and post-test was calculated using descriptive statistics for the means and standard deviation. The mean scores on the writing pre-test and post-test of participants in the experimental group were then compared using a paired t-test in order to investigate the effectiveness of the pre-writing activities on students' writing abilities.

The paired t-test analysis pre-test and post-test revealed that there was a statistically significant difference between the pre-test and post-test mean scores of the students in the experimental group. Table 10 illustrates the comparison between the overall means of the pre-test and post-test scores of experimental students.

Table 10 A comparison of the overall mean scores on pre-test and post-test of the experimental group

Tests	N	\bar{X}	Std. Deviation	t	Sig. (2-tailed)
Pre-test	18	6.78	2.074	18.11	.000
Post-test	18	15.00	2.376		

Note: *Significance level of 0.05 ($p < .05$)

Table 10 shows that the students' post-test scores were significantly higher than on the pre-test at the significance level of 0.05 after the students learned how to write descriptive paragraphs after studying haiku poems. Statistical analysis shows the mean of the pre-test scores was 6.78 (SD = 2.074). The mean of the post-test scores increased to 15.00 (SD = 2.376) after engaging in English learning activities that contained haiku poetry over an eight-week period. The scores likely show that the students had improved their skills in writing descriptive paragraphs.

Table 11 The improvement in scores of pre-test and post-test in experimental group

Students (N=18)	Writing test scores before learning (20 Points)	Writing test scores after learning (20 Points)	Gained Score (%)
1	7	14	53.85
2	9	15	54.55
3	10	18	80.00
4	6	16	71.43
5	8	13	41.67
6	8	14	50.00
7	6	12	42.86
8	4	14	62.50
9	7	15	61.54
10	5	18	86.67
11	3	12	52.94
12	6	13	50.00
13	4	12	50.00
14	8	17	75.00
15	7	15	61.54
16	9	18	81.82

Table 11 (Cont.)

Students (N=18)	Writing test scores before learning (20 Points)	Writing test scores after learning (20 Points)	Gained Score (%)
17	10	20	100.00
18	5	14	60.00
\bar{X}	6.78	15.00	63.13
S.D.	2.07	2.38	
	Writing test scores before learning	Maximum Scores	Minimum Scores
		10	3
	Writing test scores after learning	20	12

The data in Table 11 reveal that the mean score (\bar{X}) of writing test scores before learning was 6.78 and the standard deviation was 2.07. After the use of haiku poems instruction, it was observed that mean score of all the students improved in the post-test, with a mean score of 15.00 and a standard deviation of 2.38. The maximum score on the pre-test was 10, while the maximum score on the post-test was 20. The minimum score on the pre-test was 3, whereas the minimum score on the post-test was 10. Based on the value of the balanced relative gain scores, the percentage score of the writing was 63.13. It was found that the participants improved their descriptive paragraph writing skills after learning through haiku poems. As can be seen, the percentage of improvement were Student 17 = 100%, Student 10 = 86.67%, Student 16 = 81.82%, Student 3 = 80.00%, Student 14 = 75.00%, Student 4 = 71.43%, Student 8 = 62.50%, Student 9 and Student 15 = 61.54%, Student 18 = 60.00%, Student 2 = 54.55, Student 1 = 53.85%, Student 11 = 52.94%, Student 6, Student 12, and Student 13 = 50.00%, Student 7 = 42.86%, and Student 5 = 41.67% within the experimental group respectively. It can be seen in Figure 8 that, after the experiment, the trends of the individual student's improvement could reach the high score level in the post-test. The comparison of the experimental group's pre-test and post-test mean scores is shown in Figure 8 below.

Writing ability test score before and after learning through haiku poems

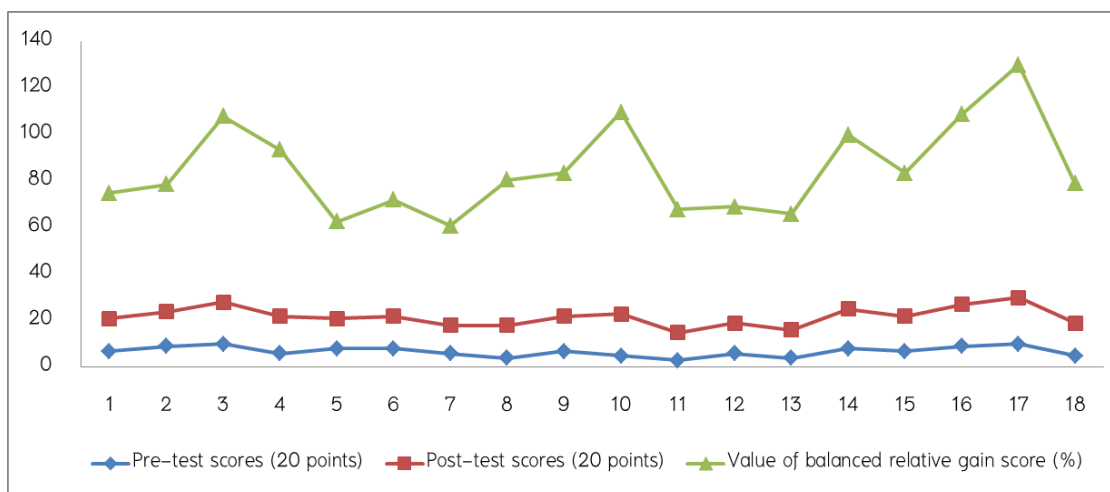


Figure 9 A Comparisons of the individual student's improvement on Pre-test and Post-test in the experimental group

In summary, the effectiveness of the haiku poem-based instruction on students' descriptive paragraph writing skills were evident in Table 12 above as the table indicates a summary of the maximum and minimum scores of the descriptive paragraph writing of the 18 students from Mathayomsuksa 2. In addition, Figure 8 indicates the trend of the students' improvement in writing ability from the beginning to the end of the instruction. The figure suggests that the scores gained from the writing ability test after the completion of instructional plans were higher than the ones before. These scores seem to reveal the improvement in the students' writing ability.

2. Language features and error analysis of students' descriptive writing tasks

This section presents the results of language features and analyses the number of mistakes made by the students in their descriptive paragraph writing ability achievement tests.

Table 12 Type of mistake found in the pre and post writing ability achievement tests
in the experimental group

Types of mistakes/ Criteria	Before Learning		After Learning	
	Frequency of mistakes (places)	Percentage of mistakes (%)	Frequency of mistakes (places)	Percentage of mistakes (%)
Content (27)				
1. Topic and Details	27	7.5	16	4.44
Organization/Structure (46)				
2. Identification	21	5.83	7	1.94
3. Description	25	6.94	10	2.78
Creative Writing (49)				
4. Ideas	49	13.61	15	4.17
Understanding of Haiku Poem (62)				
5. Voice, audience, nature and human mind	62	17.22	11	3.06
Linguistic Feature (54)				
6. Spelling	14	3.89	1	3.33
7. Punctuation	9	2.50	7	1.94
8. Capitalization	9	2.50	3	0.83
9. Concrete language	12	3.33	9	2.50
10. literary devices– Sensory detail	10	2.78	2	0.56
Total	238	66.11	92	25.56

According to Table 12, the types of mistakes in the writing ability achievement tests before and after learning through haiku poems were based on the analysis of content, organization, creative writing, understanding of haiku poems and linguistic features. It can be seen that the overall number of language feature and aspect errors on the descriptive paragraph writing ability achievement post-tests (92 mistakes, 25.56%) were lower than on the pre-test (238 mistakes, 66.11%). It can be seen in Table 13 that, in pre-test, the students in the experimental group made the mistakes in understanding of haiku poems (62), linguistic features (54), creative writing (49), organization/structure (46), and content (27) respectively. However, on the post-test, the numbers of mistake were lower by nearly a half in the areas of understanding of haiku poems (11), linguistic feature (31), creative writing (15), organization/structure (17), and content (16), respectively.

Detailed investigation reveals that, on the pre-test, the students made 238 mistakes and most of those mistakes, with the greatest problems, were in understanding haiku poems: voice, audience, nature, and human mind (17.22%), the second and third most common mistakes were the misuse of creative writing: ideas (13.61%), and the content: topic and details (7.5%) respectively. The other types of mistakes were ranked from the organization/structure: description (6.94%), identification (5.83%), and linguistic features: spelling (3.89%), concrete language (3.33%), literary devices–sensory detail (2.78%), punctuation and capitalization (2.50 %), respectively.

According to the writing ability achievement post-test data for the experimental group, the total number of mistakes was 92 which represent a reduction by more than a half from the pre-test frequencies. Table 13 reveals the most frequently mistakes found were with the content: topic and details (4.44%). The second and the third most frequently found mistakes were with creative writing: ideas (4.17%) and linguistic features: spelling (3.33%), respectively. Other types of mistakes, such as the understanding of haiku poem: voice/audience/ nature and human mind (3.06%), organization/structure: description (2.78%), linguistic feature: concrete language (2.50%), organization/structure: identification and linguistic feature: punctuation (1.94%), linguistic feature: capitalization (0.83 %) and literary devices–sensory detail (0.56%) were also identified. The frequencies of all mistakes found

in the students' descriptive paragraph writing ability achievement tests before and after the research implementation are summarized in the figure below.

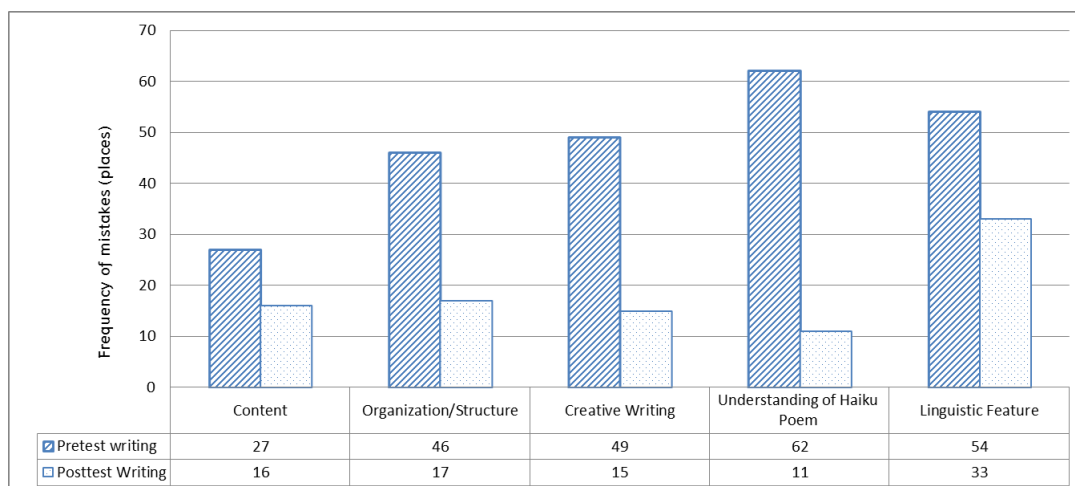


Figure 10 Frequency and Types of errors found in the students' descriptive paragraph writing ability achievement pre-and post-tests for the experimental group

3. Examples of errors on the students' descriptive paragraph writing ability pre- and post-tests for the experimental group

Based on the students' writing ability achievement tests (pre-test), it was revealed that errors were made in the categories of content, organization, creative writing, understanding of haiku poems and linguistic features. The students received feedback from the teacher to encourage their writing accuracy in class and in their writing assignments. The students who had been taught to write haiku poems in this experiment were able to achieve higher scores on their post-tests (based on Figures 10, 12). The following sample sentences on descriptive paragraph writing were created by students taught through haiku poems. The sentences come from their pre- and post-test and are shown in the table below.

Table 13 Comparison of content aspect on pre-test and post-test (Student no. 14)

No.	Type of mistake found	Description	
		Pre-test	Post-test
1	Content (The content of writing should be explicit enough that readers can comprehend and extract data from the message communicated.)	Topic: The sea I and family enjoy with go to the <u>river</u> .	Topic: The sea I and my family decided to go <u>Samui Island</u> .
2		Topic: The school The school <u>is on the bank and the hospital</u> .	Topic: The school My school, Wattaitalad Municipal School <u>is located in the middle of the city</u> .

From the Table 13 sentences above, it can be seen that there were differences between the students' pre-test and post-test writing. They used several words that were not related to the topics and the details. In this study, student writers who made an effort to include vocabulary and details that were significant to the issue were more likely to achieve high results on the post-test. However, student writers on the pre-test tended to employ a narrower vocabulary than on the post-test. For instance, some words and contexts involved social relationships related to islands or schools. As shown in the examples from the concordance, the words, *Samui Island*, *located* or *Wattaitalad Municipal School* were used as part of expressing each topic's details.

These examples written by student no. 14, show the development of English vocabulary in the pre-test from "river" to "Samui Island" in the post-test. Likewise, the student improved the use of English vocabulary from the pre-test with "The school is on the bank and the hospital" to "My school, Wattaitalad Municipal School is located in the middle of the city." on the post-test.

Table 14 Comparison of organization aspect on pre-test and post-test
(Student no. 3)

No.	Type of mistake found	Description	
		Pre-test	Post-test
1	<p>Organization (Good organization is logical and sequential. Identification is complete and descriptions are arranged with proper connectives.)</p> <p>M = mistake I = identification D = description</p>	<p>Topic: My favorite place</p> <p>Every year I and my family visit my grandmother. She is 65 years old, therefore in my opinion, she is not so extremely old. She still appears healthy and powerful. Her skin is dark and slightly wrinkled.</p> <p>In my grandmother's home itself, there are many tourist attractions namely Kho Phi Phi, Promthep Cape and Patong Beach. And I enjoyed visiting a lot of beach (M1) because I found the water</p>	<p>Topic: My favorite place</p> <p>It is wonderful for a people to be born in a special location, such as a big city with many activities and a natural environment with mountains, beaches, rivers, and seas (I1), where there are many different sources of income all around us. It's amazing to have things like these nearby at hand. (Identification=I)</p>

Table 14 (Cont.)

No.	Type of mistake	Description	
	found	Pre-test	Post-test
	there very special, unlike the beaches of my hometown. Sometimes, I go to the backyard with my brother as well and help her pick flowers. I love my grandmother's home so much.	I live in the city of Phuket. We have <i>many of lovely beaches with clear water and crystal (D1)</i> most months of the year, and <i>the sand is yellow and white (D2)</i> in many areas, and the trees just behind the beach provide a <i>beautiful aesthetic view (D3)</i> and palm trees. (Description=D)	All of this gives the city a <i>nice aesthetic shape (D4)</i> , but at night, everything is beautiful. There are lights everywhere, and the <i>moon is full and bright (D5)</i> . (Description=D)

The above essays in Table 14 could be considered proof of the success of using haiku poems to improve students' abilities to write descriptive paragraphs. After the experiment, the student trained with this method demonstrated clear improvement in writing performance especially in terms of organization. The student's essay on the pre-test revealed organizational mistakes in terms of inadequate exemplifications such as "And I enjoyed visiting a lot of beach (M1) because I found the water there very special, unlike the beaches of my

hometown....”. The student made organizational mistakes however did not provide beach names presents 2 negatives, not a negative and a positive.

After using haiku poems, the student’s writing ability seems to have improved in regards to identification and description. For *identification*, the student was able to identify features of the city, for example, “...such as a big city with many activities and **a natural environment with mountains, beaches, rivers, and seas (I1)**...”. For *description*, the student wrote the essay with a description of the beaches, for example, “**many of lovely beaches with clear water and crystal**” (D1), “**the sand is yellow and white**” (D2) and “**beautiful aesthetic view**” (D3). The student could also describe the city and the moon, for example, “**nice aesthetic shape**” (D4) and “**moon is full and bright**” (D5). These results suggest that the writing of the students trained through haiku poems overcame many previous flaws.

The above essays in Table 15 seem to be proof of the success of using haiku poems to improve students’ abilities to write descriptive paragraphs. After the experiment, the student trained with this method demonstrated clear improvement in writing performance especially in terms of identification and description. The student’s essay on the pre-test reveals the following weakness: distinct lack of organization or connections between concepts; poor or inadequate exemplifications; and little to no justification or supporting information for any topic-related generalizations. For *inadequate exemplifications*, the student did not provide exemplifications of the beaches, for example, “**namely Kho Phi Phi, Promthep Cape and Patong Beach**”... (no exemplification). Interestingly, it could be seen that the student’s essay on the post-test accomplished all of the following: being generally well-organized and well developed; using appropriate and sufficient explanations, exemplifications, or details; and displaying unity. The student could use details or facts to support the main concepts in a paragraph by including at least four or five sentences. These results suggest that the writing of the students trained through haiku poems overcame many previous flaws.

Table 15 Comparison of creative writing aspect on pre-test and post-test
(Student no. 17)

No.	Type of mistake found	Description	
		Pre-test	Post-test
1	creative writing (Ideas are combined in original and	At night, I listened to the sound of the waves against the shore.	The curly waves were <i>shining like diamonds</i> crashing against the shore.
2	surprising ways to make something new. Ideas are clear and full and use a wide range of relevant details.)	-	The island was covered by different kinds of <i>colorful</i> flowers.

As seen in Table 15, the student no. 17 did not know how to produce good creative writing and could not make a good short story on the pre-test. The student's achievement in creative writing lacked of logical development of ideas and appropriate patterns to write before using haiku poems. On the other hand, the post-test writing indicated that the student had a better understanding of creative writing and was able to produce a good piece of writing. The student made significant improvements to their starting to end thought progression. For instance, the student improved creative writing in the pre-test from "***At night, I listened to the sound of the waves against the shore.***" to "***The curly waves were shining like diamonds crashing against the shore.***" in the post-test. It was also clearly seen from the Table 16 that such content words as ***colorful*** flowers were used to describe the moment or situation in each significant memory.

Table 16 Comparison of understanding of haiku poems aspect on pre-test and post-test (Student no. 10)

No.	Type of mistake found	Description	
		Pre-test	Post-test
1	Nature (Used for describing seasonal references.)	–	The land is so bright which made the air so hot .
2	Human mind (The set of faculties responsible for the writer's mental phenomena.)	At night, I listened to the sound of the waves against the shore.	The curly waves were shining like diamonds crashing against the shore.
3	Voice (Used for describing the writer's emotions, feelings and thoughts about life.)	–	I was at peace and joyful .
4	Human mind (The set of faculties responsible for the writer's mental phenomena.)	I very much like to visit the beach with my family members.	I would recommend all those wishing to enjoy the experience of going on a trip to Samui Island.
5	Human mind (The set of faculties responsible for the writer's mental phenomena.)	–	My school is a wonderful place to learn and grow.
6	Human mind (The set of faculties responsible for the writer's mental phenomena.)	I was happy because family and me Rayong.	My happiest school summer is the best time to have fun .

Table 16 presented the results of comparing the understanding of haiku poems in descriptive paragraph writing between the pre- and post- tests. It can be seen that after the experiment, student no. 10 could accomplish all of the following: using appropriate and sufficient explanations about seasonal reference, mental phenomena, emotions, feelings,

and thoughts; demonstrating variety of vocabulary; and presenting a meaningful and personal language interaction.

As shown in Table 16, student no. 10 used some seasonal reference words in terms of nature. As can be seen, the students' writing on the pre-test illustrated the challenge in employing a variety of seasonal references and the difficulty in understanding when and how to utilize them in writings. However, when compared to the post-test, the student writer attempted to employ a variety of seasonal references in order to explicitly describe the nature in the paragraphs. As shown in the examples in the *nature*, the student was able to describe the seasonal reference, such as **“bright, hot, shining”** which are associated with summer. The seasonal setting of these words allows the reader to picture the natural atmosphere.

Looking at the aspect of *human mind*, the student was able to express themselves in the post-test writing. For instance, the student could write the essay with fascinating words describing mental phenomena, for example, **“I was at peace and joyful.”**

Finally, in addition to the *voice characteristics* that were evaluated using the modified voice rubric, noteworthy voice features also appeared in the post-test writing. In order to keep the paragraphs interesting and to establish a connection with the reader, the student writer made an effort to use a variety of voice features. In the following instance, there was a strong emotional factor with a high frequency of use of emotional words, including **“wish”, “enjoy”, “wonderful”, “happy”, “best time”, and “fun”**. These words illustrate a highly creative imagination and effective writing that indicates a strong voice. Additionally, it may be inferred from the haiku poem comprehension in the students' paragraphs that the EFL student writers post-test who were explicitly conscious of voice were better able to write with a stronger voice on the post-test than versus on the pre-test, than those who might not have been.

Table 17 Comparison of linguistic features aspect on pre- and post-test
(Student no. 14)

NO.	Type of mistake found	Description	
		Pre-test	Post-test
1	Spelling and punctuation mistakes (Errors in the conventionally accepted form of punctuation and spelling of a words and sentences.)	I and sister played beach ball made a sand castle and went <u>Kayaging.</u>	I and my sister played beach ball, made a sand castle and went <u>kayaking.</u>
2	Spelling and punctuation mistakes (Errors in the conventionally accepted form of punctuation and spelling of a words and sentences.)	There are four buildings, a <u>payground</u> and a football field.	There is a large <u>playground</u> for schoolboys.
3	Sensory detail (Descriptive words that appeal to the five physical senses (sight, touch, sound, taste, and smell) for adding depth of detail to writing.)	The food <u>is smell.</u> I am hungry.	They <u>smell sweet.</u> Then I put my feet on the silky golden sand, which <u>felt like cotton</u> to me.
4	Capitalization (The word is written with a beginning capital letter or in all capital letters.)	I and <u>My family</u> went to the Suan Son Park.	I and <u>my family</u> decided to go Samui island.

As can be seen in Table 17, there were significant score increases in the following linguistic features between pre- and post-tests scores. Student no. 14 made a much wider variety of linguistic feature errors on the pre-test than in the post-test. Evidence of an increase in the correct use of linguistic feature showed that student writer learned to

write paragraphs more fluently, and haiku composition seems to have affected their written fluency development.

Student no. 14) made a much wider variety of spelling and punctuation errors on the pre-test than on the post-test, for example:

*I and sister played beach ball made a sand castle and went **Kayaging**. (Pre-test)*

*I and my sister played beach ball, made a sand castle and went **kayaking**. (Post-test)*

*There are four buildings, a **payground** and a football field. (Pre-test)*

*There is a large **playground** for schoolboys. (Post-test)*

The results show that student no. 14 pre-test on the pre-test employed a capital letter with “**Kayaging**” and spelling error with “**payground**” in a written sentence on the pre-test. In fact, “**kayaking**” was written in lowercase letters and “**playground**” was spelled correctly on the post-test. Furthermore, the student writer left out the comma (,) to separate each item in a series of phrases; “**played beach ball made a sand castle**” on the pre-test. In contrast, the student on the post-test used the comma (,) in the same sentence “**played beach ball, made a sand castle**” on the post-test. Additionally, this study’s findings support that the student no. 14 wrote more correctly in the post-test than in the pre-test.

In terms of **sensory detail** errors, on the pre-test the phrase “**is smell**” did not allow the reader to connect effectively to the objects that were being described. However, on the post-test the student writer post-test on the post-test, she provided plenty of sensory details in the paragraph, such as “**smell sweet**” and “**felt like cotton**”. The words “**smell sweet**” referred to the smell and taste characteristic of food, and the word “**felt like cotton**” referred to a soft object. This finding suggests that the student writer (no. 14) had gained ability to express sensory detail in descriptive paragraphs through studying haiku writing.

A third feature examined was the use of **capitalization** in descriptive paragraph writing. Student no. 14 made more capitalization mistakes on the pre-test than on the post-test. The student writer pre-test on the pre-test often incorrectly capitalized letters

such as in “*I and My family*” on the pre-test but post-test employed the use of appropriate capitalization in the same sentence on the post-test, for example, “*I and my family*”.

The findings of the current research reveal that the student writers post-test performed better on the post-test than on the pre-test in all of five aspects—content, organization, creative writing, understanding of haiku poems and linguistic features errors. Participants' descriptive paragraph writing appears to have been influenced by the haiku writing process, as seen by the exploration of personal experiences, awareness of linguistic structures, imagistic descriptions, emotional communication, and expression of feelings during events in their writing. Participants seem to have learned to write more by being given the assignment of describing each occasion and including their feelings in a haiku.

The following section presents the findings for Research Question 2. It provides a comparison of writing ability in descriptive paragraph writing between the control and experimental groups after the experiment.

Section 2: Research Question 2: What are the differences of the students' abilities to write descriptive paragraphs before and after being taught through haiku poems versus the teaching method in the teacher's manual?

The purpose of the second research question was to compare the students' abilities to write descriptive paragraphs before and after being taught by using haiku poems versus the teaching method in the teacher's manual. The results in this section represent the writing ability test scores of the control and experimental groups employing descriptive statistics for means and standard deviations on the pre-test and the post-test. In order to investigate the effectiveness of teaching through haiku poems versus the teaching method in the teacher's manual on students' descriptive writing abilities, an independent sample t-test was used to compare the participants' pre- and post-test mean scores. Table 19 reveals the pre-test and post-test mean scores of both groups.

Table 18 Writing Ability of the experimental group and the control group before and after the experiment

Participants	n	M	S. D.	df	t	Sig. (2-tailed)
Pre-test						
Experimental group	18	6.78	2.07	35	.087	.931
Control group	18	6.83	1.76			
Post-test						
Experimental group	18	15.00	2.38	35	3.20	.003*
Control group	18	12.17	2.92			

Note: *Significance level of 0.05 ($p < .05$)

As shown in Table 18, there was no significant difference between the experimental and control groups' pre-test mean scores at the 0.05 level. However, following the experiment, the experimental group's post-test mean score was higher than that of the control group. The experimental group's post-test mean score was 15.00, whereas the control group's was 12.17. A statistically significant difference ($p < .05$) was found in the t-test of the post-test mean scores of both groups. This suggests that after the two groups were taught two distinct teaching approaches, teacher's manual method and haiku poems composition, the experimental group's writing skills were significantly enhanced compared with the control group's. The effects of teacher-directed process writing and haiku poetry production on pupils' writing skills were clearly different. Figure 10 presents a bar graph illustrating the difference between the mean scores of the experimental and control groups.

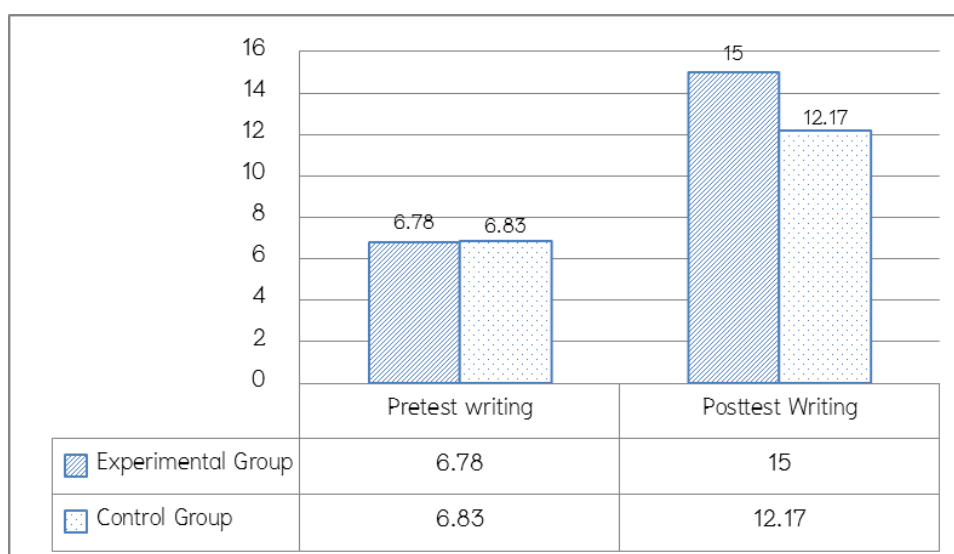


Figure 11 Comparison of the mean scores of the experimental group and the control group

The numbers of students at each score level of both groups were compared before and after the experiment to further analyze the variations in writing score levels between the experimental and control groups. According to the Written Expression Rubric (WER) by Sundeen (2007) a paragraph which was rated 0 indicated that none of the students' paragraph simply copied terms from the topic or were unrelated to it in any way, was written in unskillfully organized writing, consisted of a limited vocabulary and a few mistakes in punctuation, grammar, spelling, and capitalization was shown. As a result, it is possible to conclude that all students wrote something relating to the topic presented in an unprofessional way. A paragraph that received a Level 1 score essentially included all of the following flaws: unclear topic and no detail; serious disorganization or underdevelopment; misunderstanding in haiku poem; irrelevant ideas; serious and frequent errors in linguistic feature or usage. It can be seen that paragraphs at this level were full of weaknesses both in terms of language and organization. The Level 2 score indicates one or more of the following flaws: restricted growth in response to the topic and details; inadequate organization or connection of ideas; improper or insufficient understanding of the haiku poem; minor errors in linguistic feature accumulation. Paragraphs scored at Level 3 largely accomplished all of the following; addressing the topic and details well, though some points might not be fully elaborated; being generally well-organized and well-developed; developing

ideas clearly; displaying evident awareness of haiku poem features; demonstrating frequently use of linguistic feature. The paragraphs which were rated Level 4 largely accomplished all of followings: effectively addressing the topic and details; being well-organized and well-developed; using clearly appropriate ideas; displaying unique haiku poem features and demonstrating accurate using of linguistic features. The data are presented in Figure 11 and Figure 12.

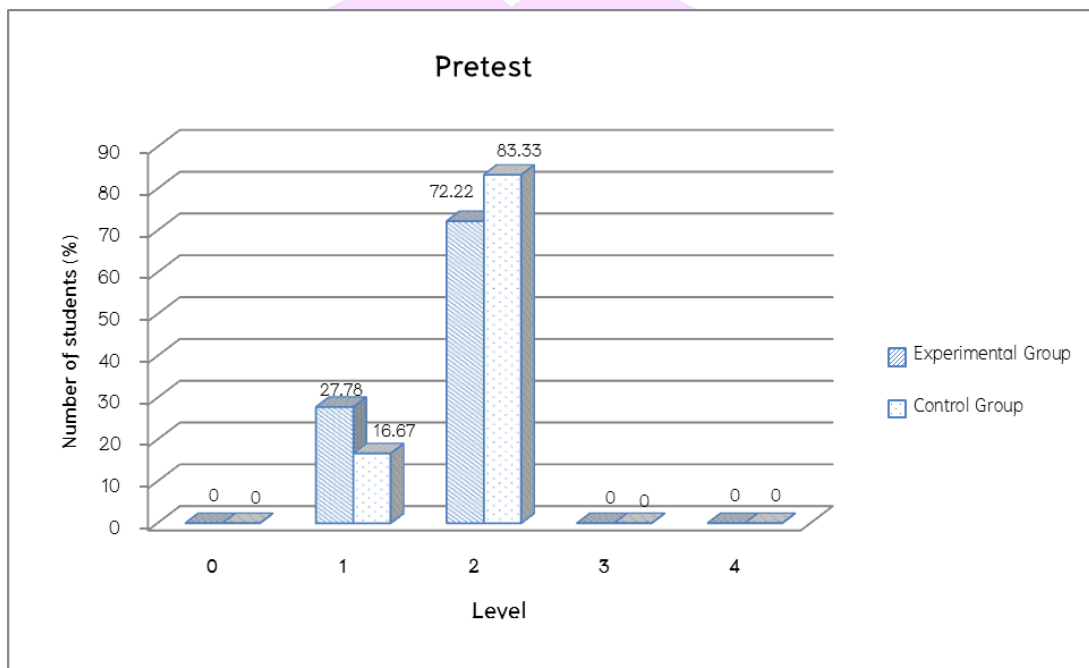


Figure 12 Percentage of students at each score level of both groups before the experiment: Pre-test

Figure 12 shows that before the experiment, the numbers of students in both groups were considerably varied at each score level. That is, 27.78% of the students in experimental group and 16.67% of the control group who scored at Level 1, which was the lowest score range of the pre-test, did not pass the test. (See Chapter 3, p.146). In the same way, more than half of the students in experimental group (72.22%) and control group (83.33%) who scored at the Level 2 failed the pre-test. While 0% of the students in both groups scored at level 3 and 4. The students in both groups only scored at levels 1

to 2 on the pre-test. In the pre-test, none of the students in either group scored at level zero. (and so in the post-test, see Figure 12).

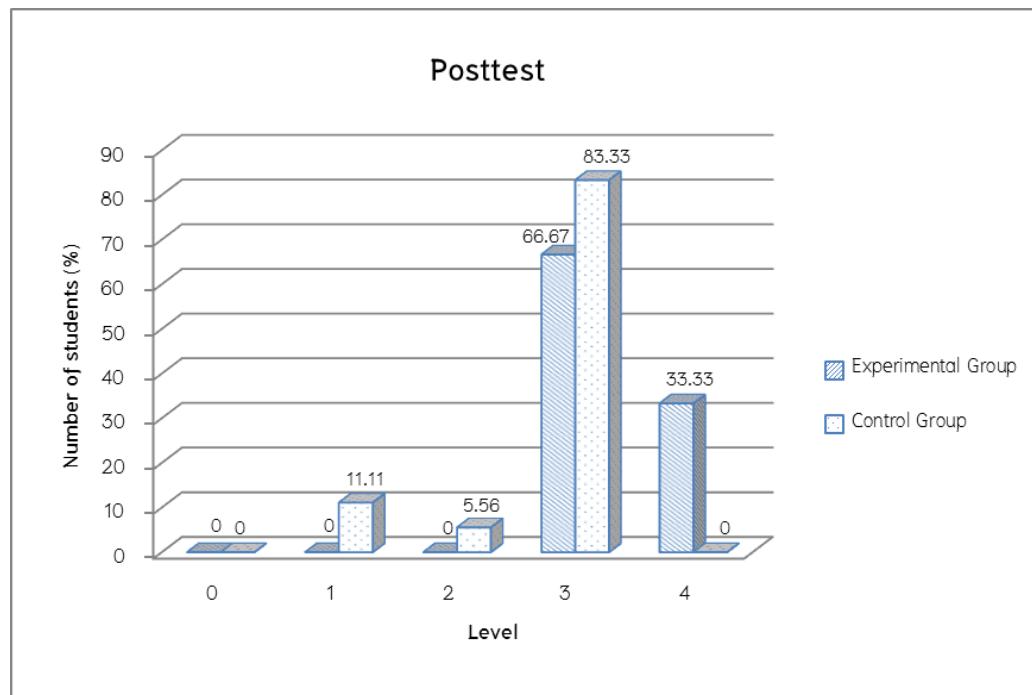


Figure 13 Percentage of students in each score level of both groups after the experiment: Post-test

Figure 13, however, indicates that in the post-test, students in the control group scored Levels 1 to 3, whereas those in the experimental group scored Levels 3 to 4. Furthermore, the experimental group had a more evenly distributed student population. As can be seen, 66.67% and 33.33% of the students in the experimental group scored at levels 3 and 4 respectively while 11.11%, 5.56%, and 83.33% of the students in the control group scored at levels 1, 2, and 3 respectively. Figure 12 shows that following the experiment, 100% of the students in the experimental group were able to achieve one of the high score levels in the post-test (Level 3 = 66.67 and Level 4 = 33.33), however only 83.33% of the control group were able to achieve (Level 3 = 83.33). It should be noted, also, that only students in the experimental group were able to achieve the highest score level, and the percentage of students in the experimental group who scored at the

lowest level was also lower than in the control group on post-test. They were even able to release Levels 1 and 2 entirely.

Detailed investigation revealed that, 72.22% of the experimental group and 83.33% of the control group, or the majority of the students in each group, scored at Level 2 in the pre-test. However, in the post-test, 5.56 % of the control students were at this level, but none of the experimental students were. This revealed that after the experiment, 100% of the students in the experimental group whose essays were in level 1 and 2, achieved higher levels than the control group, (See Chapter 3, p. 146) and that 16.67% of the control group's essays were seriously flawed (According to Figure 12). With the employment of the modified analytic descriptive paragraph writing rubric from Sundeen's (2007, p. 120) work, serious disorganization or limited vocabulary, little or no detail, serious and frequent errors in sentence structure or usage were found in these paragraphs. It was clear that essays at this level still had weaknesses in terms of language and organization, but students who had been taught through haiku poetry had overcome the previous of these flaws.

As shown in Figure 12, the highest score level was 4. After the experiment, none of the students in the control group reached this highest score level while 33.33% of the students in the experimental group did. It can then be stated that the experimental group's ability had improved significantly more than that of the control group. According to Sundeen's (2007) Written Expression Rubric (WER): Descriptive Paragraph Writing Rubrics, the paragraphs at Level 4 succeeded in all five main aspects: content, organization/structure, word choice, style (sentence flow, and tone), and mechanics.

The findings for Research Question 3 are shown in the section below. After the experiment, the students' perceptions of the effects of learning through haiku poems on their abilities to write descriptive paragraphs were revealed.

Section 3: Research Question 3: What are the students' perceptions towards using haiku poems on their abilities to write descriptive paragraphs?

The purpose of the third research question was to investigate the students' perceptions towards using haiku poems on their abilities to write descriptive paragraphs. The data were collected through a questionnaire and semi-structured interviews.

The questionnaire was divided into two sections. The students were asked to score their impressions of learning descriptive paragraph writing through haiku poems in the questionnaire, which comprised items 1–36 with a five-point rating scale. The semi-structured interview consisted of six open-ended questions in which students were asked to provide feedback and recommendations regarding the learning method. The open-ended questions, however, did not elicit responses from all students. The responses given were grouped and tallied for frequency and then calculated for percentages.

Part 1 Analysis of results from the questionnaire surveying perceptions on learning descriptive paragraph writing through haiku poems

The questionnaires were separated into four sections. The first section dealt with the students' perceptions regarding the activities (Items 1–9). The second section focused on students' perspectives of their role (Items 10–18). The third section dealt with the role of teachers (Items 19–28). The last section dealt with materials (Items 29–36).

1. Student perceptions towards the activities on descriptive paragraph writing through haiku poems (Items 1–9)

The experimental group's responses to questionnaire items 1–9 were evaluated to determine how they responded about the activities of writing descriptive paragraphs using haiku poems. The results are shown in Table 19.

Table 19 Perceptions of the experimental group towards the activities on learning descriptive paragraph writing through haiku poems

No.	Statements	Descriptive Statistics		
		Mean	S.D.	Interpretation
1	I find brainstorming the words in haiku poems before class prepares me for the descriptive paragraph writing activities.	4.17	0.63	High
2	I find viewing haiku poems is essential to successfully participating in the descriptive paragraph writing activities.	3.89	0.58	High
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 others	3.44	0.51	High
5	activities. I find working in groups is useful to me during class time.	4.00	0.59	High
6	I want more interaction between students 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 believed this method would facilitate my descriptive paragraph writing.	4.11	0.58	High
9	At the end of using the haiku poems, I believe this method has facilitated my descriptive paragraph writing.	4.28	0.46	Very High
Average		4.02	0.52	High

According to Table 19, the average mean of the responses to the activities questionnaire questions 1 to 9 was 4.02 (S.D. = 0.52) which showed that the students had a high level of agreement on the activities of writing descriptive paragraphs using haiku poems to a high level.

In terms of the students' responses, the item which had the highest mean score was item 9) "At the end of using the haiku poems, I believe this method has facilitated my descriptive paragraph writing." with a mean score of 4.28 (S.D. = 0.46) which is a very high level. The second rank was item 3) "I find composing haiku poems before writing descriptive paragraph are helpful in learning the content." with a mean score of 4.22 (S.D. = 0.43). The levels of the other seven items (items 1, 2, 4, 5, 6, 7, 8) were high. They received scores as follows: item 1) "I find brainstorming the words in haiku poems before class prepares me for the descriptive paragraph writing activities." with a mean score of 4.17 (S.D. = 0.63), item 7) "The haiku composing activities are related to the content of descriptive paragraph writing." with a mean score of 4.17 (S.D. = 0.51), item 8) "At the beginning of using the haiku poems, I believed this method would facilitate my descriptive paragraph writing." with a mean score of 4.11 (S.D. = 0.58), item 5) "I find working in groups is useful to me during class time." with a mean score of 4.00 (S.D. = 0.59), item 6) "I want more interaction between students during class time." with a mean score of 3.94 (S.D. = 0.42), item 2) "I find viewing haiku poems is essential to successfully participating in the descriptive paragraph writing activities." with a mean score of 3.89 (S.D. = 0.58) and item 4) "I prefer using class time for composing haiku activities rather than others activities." with a mean score of 3.44 (S.D. = 0.51) respectively.

2. Perceptions towards the students' roles in descriptive paragraph writing through haiku poems (Items 10–18)

The responses of the experimental group to questionnaire items 10–18 were evaluated to determine their perceptions of their own roles in learning descriptive paragraph writing using haiku poems. The results are shown in Table 20.

Table 20 Perceptions of the experimental group towards students' roles in learning descriptive paragraph writing through haiku poems

No.	Statements	Descriptive Statistics		
		Mean	S.D.	Interpretation
10	I like reading the haiku poems before class.	3.72	0.67	High
11	I like composing haiku poems before writing descriptive paragraphs.	4.17	0.79	High
12	I like sharing and exchanging my knowledge with my 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 in the past activities.	3.89	0.76	High
16	During 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 learning descriptive paragraph writing after using haiku poems.	3.56	0.62	High
Average		4.15	0.64	High

As shown in Table 20, the average mean of the perceptions towards the students' roles questionnaire items 10 to 18 was 4.15 (S.D. = 0.64) which showed that the students had a high level of agreement on their own roles in learning descriptive paragraph writing using haiku poems at a high level.

In terms of the students' responses, the item which had the highest mean score was item 12) "I like sharing and exchanging my knowledge with my peers" with a mean score of 4.78 (S.D. = 0.43) which is very high. The second ranked item was item 16) "During class, I communicate a lot with other students." with a mean score of 4.72 (S.D.

= 0.46) and the third ranked item was item 14) “I like working with other students in class.” with a mean score of 4.33 (S.D. = 0.49) which are both very high. The levels of the other six items (items 10, 11, 13, 15, 17, 18) were high. They received scores as follows: item 11) “I like composing haiku poems before writing descriptive paragraphs.” with a mean score of 4.17 (S.D. = 0.79), item 13) “I like discussing with the teacher in class.” with a mean score of 4.11 (S.D. = 0.83), item 17) “I have the freedom to ask any questions with the teacher.” with a mean score of 4.11 (S.D. = 0.76), item 15) “I like working with the same students as in the past activities.” with a mean score of 3.89 (S.D. = 0.76), item 10) “I like reading the haiku poems before class.” with a mean score of 3.72 (S.D. = 0.67), and item 18) “I am a more active learner rather than a passive learner in learning descriptive paragraph writing after using haiku poems.” with a mean score of 3.56 (S.D. = 0.62).

3. Perceptions towards the teachers’ role in teaching descriptive paragraph writing through haiku poems (Items 19–27)

The experimental group's responses to questionnaire questions 19–27 were evaluated to determine how they felt about the teachers' role in teaching descriptive paragraph writing using haiku poems. Table 21 shows these results.

Table 21 Perceptions of the experimental group towards the teachers’ role in teaching descriptive paragraph writing through haiku poems

No.	Statements	Descriptive Statistics		
		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 haiku poems related to the content in descriptive paragraph writing.	4.33	0.49	Very High

Table 21 (Cont.)

No.	Statements	Descriptive Statistics		
		Mean	S.D.	Interpretation
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 class with activities associated with the point of learning.	3.83	0.51	High
25	The teacher gives more opportunities to ask questions and share my opinion in class activities.	4.67	0.49	Very High
26	The teacher helps and guides me a lot when I have errors of understanding.	3.89	0.47	High
27	The teacher mostly checks students' understanding one by one.	4.33	0.49	Very High
Average		4.06	0.50	High

As shown in Table 21, the average mean of the perceptions towards the teachers' roles questionnaire items 19 to 28 was 4.06 (S.D. = 0.50) which shows that the students had a high level of agreement on the teachers' role in teaching descriptive paragraph writing using haiku poems.

Regarding the students' responses, the item which had the highest mean score was item 25) "The teacher gives more opportunities to ask questions and share my opinion in class activities." with a mean score of 4.67 (S.D. = 0.49) which is very high. The second ranked item was item 20) "The teacher requires my participation in class activities." with a mean score of 4.67 (S.D. = 0.49). The third ranked items were item 22) "The teacher selects haiku poems related to the content in descriptive paragraph writing activities." and item 27) "The teacher mostly checks students' understanding one by one." with a mean score of 4.33 (S.D. = 0.49) at the very high level. The levels of the other five items (items

19, 21, 23, 24, 26) were high. They received scores such as: item 23) “The teacher makes meaningful connections between the content in the haiku poems and the descriptive paragraph writing activities.” with a mean score of 3.94 (S.D. = 0.42), item 26) “The teacher helps and guides me a lot when I have errors of understanding.” with a mean score of 3.89 (S.D. = 0.47), item 24) “The teacher provides the class with activities associated with the point of learning.” with a mean score of 3.83 (S.D. = 0.51), item 21) “The teacher encourages me in learning more actively.” with a mean score of 3.61 (S.D. = 0.61), and the last item, item 19 “In every class, the teacher asks what I have learned from haiku poems.” with a mean score of 3.50 (S.D. = 0.51).

4. Perceptions towards the materials used in learning descriptive paragraph writing through haiku poems (Items 28–35)

The experimental group's responses to questionnaire items 28–35 were examined to determine how they felt about the materials used in learning descriptive paragraph writing using haiku poems. The results are shown in Table 22.

Table 22 Perceptions of the experimental group towards the materials used in learning descriptive paragraph writing through haiku poems

No.	Statements	Descriptive Statistics		
		Mean	S.D.	Interpretation
28	I think the haiku poems are helpful for writing my descriptive paragraphs.	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 relevant 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 other sources.	3.61	0.61	High

Table 22 (Cont.)

No.	Statements	Descriptive Statistics		
		Mean	S.D.	Interpretation
32	Solving problems (imagination, vocabularies, organization etc.) of composing the haiku poems affect my writing in descriptive paragraphs.	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 Pages are useful ways to collect haiku poems when I want to review the concept and compose haiku poems.	4.50	0.51	Very High
35	After composing haiku poems, I can immediately add my poems to the Facebook Page while not understanding my own content.	4.17	0.51	High
Average		4.23	0.54	Very High

As shown in Table 22, the average mean of the materials questionnaire items 28 to 35 was 4.23 (S.D. = 0.54) which shows that the students had a very high level of agreement on these materials in learning descriptive paragraph writing using haiku poems.

Regarding the students' responses, the item which had the highest mean score was item 33) "The example of each haiku poem is good enough for improving descriptive language." with a mean score of 4.56 (S.D. = 0.51) which is very high. The second ranked item was item 34) "Youtube and Facebook Pages are useful ways to collect haiku poems when I want to review the concept and compose haiku poems." with a mean score of 4.50 (S.D. = 0.51). The third and fourth ranked items were item 29) "The content of haiku poems is interesting and engaging." with a mean score of 4.39 (S.D. = 0.50) and

item 29) “I think the haiku poems are helpful for writing my descriptive paragraphs.” with a mean score of 4.33 (S.D. = 0.59) which are also very high level. The levels of the other six items (items 30, 31, 32, 35) were high. They received scores such as: item 32) “Solving problems (imagination, vocabularies, organization etc.) of composing the haiku poems affect my writing in descriptive paragraph” and item 35) “After composing haiku poems, I can immediately add my poems via to the Facebook Page while not understanding my own content” with a mean score of 4.17 (S.D. = 0.51), followed by item 30) “The content of haiku poems is relevant to the development of descriptive paragraph writing” with a mean score of 4.11 (S.D. = 0.58) and the lowest mean score item 31) “The haiku poems should be made by the teacher rather than taken from the Internet or other sources” with a mean score of 3.61 (S.D. = 0.61).

It can be seen that the majority of students' perceptions of haiku poems on their own writing abilities in descriptive paragraph writing were positive at a high level. They felt that they gained benefits from learning using the haiku poems and were able to improve their descriptive paragraph writing. The overall mean scores of students' perceptions were shown in table 23.

Table 23 The overall mean scores of students' perceptions on learning descriptive paragraph writing through haiku poems

Statements	Descriptive Statistics		
	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
Total	4.13	0.55	High

As shown in Table 23, the overall mean scores of students' perceptions on learning descriptive paragraph writing through haiku poems were at a high level with a total mean score of 4.13 (S.D. = 0.55). These results help to illustrate the students' perceptions on

learning descriptive paragraph writing through haiku poems. From the four parts of the questionnaire's results as shown in Table 23 above, the students had a very high level of agreement on using materials ($\bar{X} = 4.23$) followed by students' roles ($\bar{X} = 4.15$), teachers' roles ($\bar{X} = 4.06$) and the activities used ($\bar{X} = 4.02$) respectively at a high level.

Part 2 Analysis of results from semi-structured interviews on learning descriptive paragraph writing through haiku poems

In order to understand students' perceptions towards using haiku poems to improve their descriptive paragraph writing abilities, a questionnaire was administered to the students immediately after the experiment. Participants were then interviewed using four questions. The four questions focused on the students' perceptions towards the activities used, the students' own role in learning, the teachers' role in instruction and the materials used in the descriptive paragraph writing class. In the interview session, the researcher selected nine students from the experimental group, three from each of the three levels of English competence (low, fair, and high according to the students' results on the post-test). The interview was conducted immediately following the conclusion of the experiment. Nine students were chosen at random to engage in individual semi-structured interviews. Each session was held in Thai, recorded, and then translated into English. The purpose of the interview was for the researcher to acquire a detailed understanding of the students' perceptions of learning descriptive paragraph writing by using haiku poems. These perspectives were shown in their answers to the following questions:

Interview question 1: What do you think about the activities used for learning descriptive paragraph writing through haiku poems?

This section discussed participants' perceptions of the activities used for learning descriptive paragraph writing through haiku poems. Most of the participants addressed the positive value of these activities. Their responses revealed three major points concerning the activities: they helped to increase their self-confidence, improve their vocabulary and help them organize their writing into stages. Specific examples taken from the data will be employed to establish each point. All of the names used in the examples are pseudonyms.

1. Increasing self-confidence

The value of increasing self-confidence was expressed through statements in which the participants felt confident expressing their personal ideas, emotions and voices in haiku. It required the writer to acquire a sense of voice in texts, become conscious of meaning-making to express emotions, learn to communicate thoughts and feelings concisely and explicitly, and pay attention to how they are expressed. The participants 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. Before composing their first drafts, they were more confident in their abilities. These aspects are seen in the following excerpts:

The task of haiku writing assisted me in expressing what I intended to convey in the paragraph as concisely as possible. It [haiku composing] influenced me by assisting me in thinking of alternative methods to write ideas down in order to create a proper paragraph structure. (A1, Interview, January 10, 2022)

Haiku has a deep relationship to emotions and feelings, which makes it an effective and recommended method. Writing about something that is important to me makes me feel more relaxed. (I1, Interview, January 10, 2022)

Currently, I feel more comfortable and confident conveying my ideas in whatever kind of paragraph I need to write. (B2, Interview, January 10, 2022)

2. Improving vocabulary

The value of improving one's vocabulary was highlighted by the participants' statements about the connection between composing haiku and enhancing one's vocabulary. This value included acquiring new vocabulary, studying words' sounds and pronunciation, learning synonyms for particular words, being aware of a word's different explanations, and paying attention to the pragmatic application of vocabulary. The following quotes illustrate these features:

I believe that creating haikus is a useful technique for learning new vocabulary and the various meanings that a single word can have. (A3, Interview, January 11, 2022)

Since the meaning of a haiku is ambiguous, writing haiku also helped me expand my vocabulary and my ability to use figurative language. (B1, Interview, January 11, 2022)

It [the haiku composition] reminded me of the variety of different synonyms I can choose from. Consequently, my vocabulary has improved. I really enjoyed the concept of playing with words. (I2, Interview, January 11, 2022)

I believe that composing haikus helped me to increase my vocabulary, especially emotional and descriptive vocabulary and the potential to resist literal interpretations of language because haiku does not convey its meaning strictly. (A2, Interview, January 11, 2022)

3. Helping organize writing stages

The importance of structuring the writing process was expressed as through responses in which participants reported that the techniques and methods obtained via haiku writing could be applied to English descriptive paragraph writing. These statements included references to the effects of using haiku poems in descriptive paragraph writing in the post-test, and learning a series of elements in the writing process for a descriptive paragraph, along with strategies and techniques for incorporating the writer's concepts. The following comments illustrate the value of organizing writing stages:

From my mapping, I was able to produce haiku poems. This assisted me in organizing what I was going to write for my writing assignment. (I3, Interview, January 10, 2022)

Haiku writing significantly assisted me in having a much more open mind in relation to imagining, remembering, and writing stages, and I was finally able to compose descriptive paragraphs. (B3, Interview, January 11, 2022)

Overall, participants' responses to the activities on descriptive paragraph writing through haiku poems revealed that haiku writing was an excellent method of learning to convey their thoughts effectively, as seen by the preceding examples. They agreed that composing haiku poems improved their writing skills in a variety of ways, from text organization to create and imagine. They also suggested that a concept map could help them develop, construct, and arrange their ideas before writing.

Interview question 2: Tell me more about the role of students in class.

This section discussed participants' perceptions of the students' role in learning descriptive paragraph writing through haiku poems. The participants expressed belief that haiku writing could improve their experience in integrated language learning environments and their communicative competence. Specific examples from the data will be used to define this viewpoint. These examples use pseudonyms to replace the students' real names.

1. Integrated language learning environments

The value of integrated language learning environments is expressed through comments in which the participants describe their experience with integrated learning of language skills, wherein they could practice reading, writing, listening and speaking skills individually or collaboratively. This involved the knowledge of poetry devices first in a practical manner by reading various types of poems.

Reading haikus helped me to review the basic concept of haiku, analyze their structure, understand clues about meaning, and develop a sense of how to interpret haiku in English. (A2, Interview, January 12, 2022)

By relating my ideas and opinions to the language, I would strongly recommend this strategy (writing haiku) because I was able to improve my English. (I1, Interview, January 10, 2022)

2. Communicative competence

The value of communicative competence is expressed through statements in which the participants discussed opportunities to collaborate with their peers during classes, and participate in structured learning around communicative contexts where they learned to express their voices with a high sense of writer–reader interaction in a social context, and even the community at large. The following excerpts illustrated this point:

In my group discussions, I learned how to solve difficulties and resolve disagreements. I was able to discuss and express my viewpoints with my peers.

After engaging in haiku poem activities, my writing skills increased. (A3, Interview, January 11, 2022)

I had the freedom to exchange my ideas and read aloud my haiku to get feedback from other people in my group. (B3, Interview, January 11, 2022)

I discovered that writing haikus encouraged me to cultivate an understanding of social conditions, an audience, and a critical sense of voice. (I3, Interview, January 10, 2022)

As the participants' responses indicate, the view of the students' role in learning descriptive paragraph writing through haiku composition in integrating language learning environments had distinct aspects. They suggest that haiku composition allowed them to practice their skills individually or collaboratively. Additionally, as seen by the second statement, it was suggested that the creation of haiku poems promoted improved communication competence, which built a writer–reader interaction.

Interview question 3: Describe your teacher's role. How do you feel about her teaching? What can the teacher do to better help you reach your learning goals?

The responses to the third question of the survey indicated that, for the participants of the study, connecting the teacher was of critical importance when writing a descriptive paragraph. Nine of the participants mentioned their positive perceptions of the teacher engaging them in descriptive paragraph writing. When instructing students in English through literature, the teacher is crucial. The basic teacher's role was expressed as that of a learning facilitator, feedback provider and activity designer. All names shown in the examples are pseudonyms.

1. Atmosphere of learning creator

In the student-centered environment, the teacher created the atmosphere of learning that promoted interaction, autonomy and responsibility for constructive activity of students. The teacher played a significant role in how haiku poem was perceived by students in the class. It was up to the teacher to create an inviting environment for students to initially want to come to class. The following excerpts from the interview transcriptions explained these results:

Before beginning a new class, my teacher reviewed the stages in the writing process with us and designed a relaxed environment where I felt more confident to ask questions. (I2, Interview, January 11, 2022)

In my writing lessons, the teacher employed the small group placement approach and stressed the diversity of the students to assist one another to succeed. As a consequence, we are able to improve long-term memory accuracy and comprehension depth. (B1, Interview, January 11, 2022)

2. Feedback Provider

The participants' responses demonstrated that they valued the teachers' role, particularly as a feedback provider. Their responses revealed that the teacher gave input that could be positive (such as a compliment), negative (such as a corrective measure) or neutral (such as a general observation), but it was always useful to the receiver. This provided participants with insight or suggestions that contributed to desired outcomes. The following responses reflect the participants' perceptions of the teachers' role as a feedback provider:

The teacher complimented and checked my progress by looking at the results of my writing. It was one of many papers which she helped me to revise into a meaningful paper, so I was proud of myself at the time. (A2, Interview, January 11, 2022)

The teacher usually provided a reward (like bonus points) if my friends in class succeeded. She also let me write, and then checked the correctness of my papers; she then picked one to grade. My writing skills improved. (B2, Interview, January 10, 2022)

3. Activity Designer

Activities designer was described as statements in which the teachers designed about the interesting activities for descriptive paragraph writing through haiku poems. The statement included the techniques and strategies to integrate the writer's ideas to the written texts, and the exploration what they wanted to learn via social media platforms. The following comments illustrated the students' perception of the teacher's role as an activity designer:

First my teacher let me to choose the topic before implementation of instructional plans. When choosing a topic for class writing, my interests and cultural background were taken into consideration. (I2, Interview, January 11, 2022)

Students were given roles and responsibilities to ensure interdependence so that everyone could support each other to achieve. The teacher planned the materials (haiku poems) and activities which encourage “positive interdependence” among group members. (I1, Interview, January 10, 2022)

The teacher asked me to compose haiku poems and write descriptive paragraphs with a variety of language activities. I was free and felt no pressure to write. She incorporated innovative approaches and new teaching techniques in the classroom to support students' development of language and literacy abilities. (A1, Interview, January 10, 2022)

A webpage regarding haiku poems was provided by my teacher. She demonstrated how to access the website to the entire class after allowing us each explore it by ourselves at home. (B2, Interview, January 10, 2022)

To conclude, answers to the third research question of the study asking about students' perceptions of the teacher's' role in teaching descriptive paragraph writing through haiku poems indicated that teacher used haiku poems in class to implement new strategies and different methods. Haiku poems were considered effective media for assisting students to produce texts related to their interests and backgrounds, as well as to improve their descriptive paragraphs. The teacher also provided students with evaluations in the form of grades, written comments, and oral assessments. As a result, the instructors were able to implement the techniques they learned, construct an evaluation form, and understand the abilities required to teach descriptive writing.

Interview question 4: Would you recommend learning about the features of haiku poems to other EFL students?

The features of haiku poems were discussed through responses in which the participants expressed that haiku writing was beneficial for L2 learning in descriptive paragraph writing. The participants' responses have three major themes concerning the features of haiku poems in terms of aesthetic concepts, creative writing and linguistic

features. With particular examples taken from the data, each aspect will be defined. All names shown in the examples are pseudonyms.

1. Aesthetic Concepts

Aesthetic concepts referred to the participants' reactions, feelings and emotions for writing descriptive paragraph through haiku poems. As a result, the positions and expressions of the reader or audience inside a literary work are closely related to the aesthetic. This perspective was shown in the following excerpts:

The English haiku was different from the one I was familiar with. I felt more freedom to express my ideas. With certain words I enjoyed, I wished to explain my emotions. (A3, Interview, January 11, 2022)

I really loved composing haikus because I could express my emotions in them, and vividly express emotions through words. (B1, Interview, January 11, 2022)

One significant advantage I have gained is my knowledge with literary devices such as metaphors, expressing my own voice and negotiating meaning. (I3, Interview, January 10, 2022)

2. Creative Writing

Creative writing was manifested in writing through the haiku poems. It was described in statements the participants made to demonstrate their satisfaction with learning about their feelings or emotions and generating a sense of personal engagement in the process of writing descriptive paragraphs. In this respect, writing haiku poems provided a basis or a stimulus, and serve as a good model for creative writing. The statements below highlight the challenges students experience while attempting to write creatively:

Haikus were able to improve my creative writing skills. They could be used to accommodate my writing by taking its simple pattern and structure. Its simplicity gave me less tension doing creative writing. I acquire vocabulary and improve my writing skills through composing haikus. (B3, Interview, January 11, 2022)

Employing haiku poems has made a big difference in my ability to write creatively. My ability to use language in meaningful and imaginative approaches also developed during the process of language manipulation. (I1, Interview, January 10, 2022)

3. Linguistic features

The highlighted advantages of haiku composition in terms of linguistic features most likely contributed to the participants' responses. A better understanding of these linguistic features allowed participants to include more accurate, yet clearer organization in their texts, regardless of the writing model. The following quotes from the participants clarify this result. Again, only pseudonyms are used:

The two essays were obviously different; the second one contained fewer grammatical and spelling errors. (I2, Interview, January 11, 2022)

One advantage of understanding word pronunciation is the ability to count syllables. I also improved my ability to clearly communicate my emotions. (B2, Interview, January 10, 2022)

My language was more meaningful with more accurate use of grammar and the correct forms of lexical items on the post-test. (A1, Interview, January 10, 2022)

As suggested by the participants' interview, this strategy proved able to facilitate students' writing of haiku poems as well as to enrich their aesthetic concepts. Furthermore, haiku also helped to promote students' creativity in writing through composing poems. In this respect, using poems in the classroom was able to lead naturally to freer, more creative written expression. It provided a real and meaningful practice in all the skills of writing. In other words, one of the changes of linguistic features in descriptive writing was an increase of word count and a longer paragraph. The students could express that they had a good understanding of how English syllables were constructed, which they used to their advantage while composing descriptive paragraphs. Composing haikus could be an effective literacy practice to make language learning more meaningful and practical in the target language.

Summary of the Chapter

This chapter presented the effects of using haiku poems on descriptive paragraph writing for EFL Learners. The three fundamental research questions in this study were: 1) What are the effects of using haiku poems on students' ability to write descriptive paragraphs?, 2) What are the differences in the students' ability to write descriptive paragraphs before and after being taught through haiku poems versus the teaching method

in the teacher's manual? and 3) What are the students' perceptions towards using haiku poems to improve their ability to write descriptive paragraphs?

The findings indicate that the descriptive paragraph writing ability of the students improved after learning through the haiku poems. The mean scores of the writing ability achievements tests after learning were significantly higher than the mean scores before learning. Compared to the pre-test, there were fewer language feature and aspect errors overall on the post-test assessments. Moreover, the post-test means score of the experimental group was higher than that of the control group. According to the results of the questionnaires and interviews, students had positive perceptions of learning through haiku instruction.

It was found that the scores of students' perceptions on learning descriptive paragraph writing through haiku poems were positive at a high level. Semi-structured interview consisted of four questions asking about the students' perceptions towards the role of activities, the students' own role, the teacher's role and the materials used. Most students agreed that using haiku poems increased their self-confidence, enriched their vocabulary, improved their writing organization, integrated language learning environments, enhanced aesthetic concepts, encouraged their creative skill, developed their knowledge of linguistic features in a variety of ways and, gave them communicative competence. Their teacher created a positive learning atmosphere, provided useful feedback, and designed activities well. The next chapter, Chapter V, demonstrates the summary of this research discussion, the implications of the present study, the limitations of the study, and recommendations for further research.

CHAPTER V

CONCLUSIONS

This chapter presents a summary of the current study and discusses the findings of the three research questions based on the results obtained in Chapter 4. The achievement of the research objectives is also assessed. The chapter is divided into six sections. Section 1 deals with the summary of the present study. Section 2 involves discussion of the present study results and discusses the main findings which are the results of the students' writing abilities and the students' perceptions towards using haiku poems to improve their abilities to write descriptive paragraphs. Section 3 presents the implications for the writing class and Section 4 discusses the limitations of the research. Section 5 introduces recommendations for further research studies. Finally, Section 6 concludes the chapter.

Summary of the present study

This study aimed to investigate the effects of using haiku poems on descriptive paragraph writing, to compare students' abilities to write descriptive paragraphs before and after being taught through haiku poems versus the teaching method in the teacher's manual, and to explore the perceptions of students towards using haiku poems to improve their abilities to write descriptive paragraphs. This study attempted to answer the following research questions:

1. What are the effects of using haiku poems on students' abilities to write descriptive paragraphs?
2. What are the differences in the students' abilities to write descriptive paragraphs before and after being taught through haiku poems versus the teaching method in the teacher's manual?
3. What are the students' perceptions towards using haiku poems to improve their own abilities to write descriptive paragraphs?

To achieve the objectives of the study, thirty-six Mathayomsuksa 2 students who registered in English Reading and Writing were selected through a purposive sampling technique with a lottery simple random sampling as the participants of the study.

They were divided into two groups, the experimental and control groups, with 18 students in each group.

The students in the experimental and control groups took a writing ability achievement pre-test at the beginning of the experiment. Using two sets of lesson plans and eight weeks of writing time, the researcher served as a teacher and instructed the students in both groups on how to create descriptive writings. Six descriptive paragraphs were required of each of the students, and the researcher gathered their early drafts for the six writing assignments. The students in both groups were then given the writing ability achievement test post-test, which was the same test as the pre-test, at the conclusion of the eight-week period. The researcher used an analytical scoring method to evaluate each student writing assignment for the pre-test, post-test, and six writing tasks. Statistics were used to analyze the data. The mean scores on the pre-test and post-test, as well as the writing tasks, of the students in both the experimental group and control group were then compared using the dependent t-test. The Statistical Package for Social Sciences (SPSS) program was then used to conduct descriptive statistics. This included arithmetic mean, standard deviation, and the dependent t-test. The independent t-test was also used to determine whether there was a significant difference between the experimental group and control group mean scores on the pre-test and post-test as well as on the writing assignments. The experimental group students were also asked to complete a questionnaire on their perceptions of how using haiku poems in the classroom affected their ability to write descriptive paragraphs. Moreover, nine students were chosen at random to engage in group interview sessions, three from each of the three levels of English proficiency (Beginner Intermediate and Advanced). Each session was held in Thai, recorded, and then translated into English. These semi-structured interviews were used to investigate the perception of students towards using haiku poems to improve their abilities to write descriptive paragraph. The results of the present study were as follows:

1. The mean scores of the writing ability achievements post-tests ($\bar{X} = 15.00$) were significantly higher than the mean scores of the pre-tests ($\bar{X} = 6.78$).

2. The post-tests (92 mistakes, 25.56%) for writing descriptive paragraphs displayed fewer language feature and aspect errors overall than the pre-tests (238 mistakes, 66.11%).

3. The post-test mean score of the experimental group ($\bar{X} = 15.00$) was higher than that of the control group ($\bar{X} = 12.17$).

4. The overall mean scores of students' perceptions on learning descriptive paragraph writing through haiku poems were at the high level and the total mean score was 4.13 out of 5. The results from the semi-structured interviews also indicated that students thought learning haiku poems was beneficial for reducing language feature mistakes and enriching their vocabulary, encouraging creative skills, and improving their descriptive paragraph writing abilities.

Discussion of the findings

Based on the findings of the current study, the main conclusions are discussed in this section. The topic of the discussion is the students' competency development, which incorporated linguistic features, creative writing, and descriptive paragraph writing. Findings from semi-structured interviews and the students' questionnaire, which reflected students' perceptions, also contribute to the discussion.

1. Research Question One: What are the effects of using haiku poems on students' abilities to write descriptive paragraphs?

The first research question was intended to test the improvement in students' writing abilities after the implementation of a haiku-based learning method by comparing the students' descriptive paragraph writing in English before and after instruction. The results revealed that after studying and writing haiku poems throughout the writing course, the ESL learners improved their competence in writing descriptive paragraphs. Writing haiku, in the majority opinion of the participants, was crucial to developing a sense of self-expression. Writing haiku is considered to be a genre-specific style of literature that reveals the writer's voice and is regarded as a process in which participants' negotiated meaning in order to articulate their perspectives in texts (Iida, 2012). In this regard, composing haiku in L2 writing could be an effective technique for enhancing self-expression and voice. This

supports previous findings by Marpaung (2017), who discovered that English haiku writing could assist students' emotional expression in EFL classes and provide EFL students with a desire to learn Japanese literature and culture. Additionally, mental health patients were able to utilize this form for therapeutic writing, composing poems to communicate their negative emotions (Hiltunen, 2005 as cited in Iida, 2016). Furthermore, it might assist EFL students in creating a learning environment in the classroom that fosters positive academic, social, and personal growth as well as a visual representation of learned vocabulary (Rodríguez, 2019 as cited in Iida, 2016).

The improvement in this area was mostly associated with organization, creative writing, mistake reduction, knowledge of haiku poems, and linguistic feature development, as shown by the number of errors for the language criteria. The comprehension of haiku poem criterion demonstrated the fewest difference in errors between the pre- and post-tests, 3.06%, when the results of the criteria of the rubric were compared. With a difference of 4.17%, the creative writing criterion ranked second-lowest in this approach. This situation highlights the positive impacts of haiku writing on creative writing and comprehension of haiku poetry. Hanauer (2012) maintains that creative writing exercises like writing poems also enable second/foreign language learners write fluently by allowing them to properly express their thoughts without focusing on grammatical conventions. Likewise, one should take into account that the improvement in this field was mostly due to two factors: the structural limitations of haiku, namely the pattern of 5-7-5 syllables, and the meaningful use of language that poetry composition encourages (Iida, 2011, 2012). Moreover, Aladini and Heydarpour (2016, p. 50) claim that because haiku is a highly organized form that requires a particular regard for the selection of appropriate words to represent emotional responses, creative haiku helps EFL students learn to write effectively and accumulate vocabulary.

Furthermore, according to the descriptive writing model adapted from Gould and Gould (2010); Graham, Harris and Mason (2007); Spencer (2005); Peha (2003) it was discovered that students were aware of what they wanted to write about, and that if the teachers used a strategy frequently, the students would be better able to achieve their writing goals as well. The following factors could be used to explain this phenomenon.

First, the research methodology employed in the study was a quasi-experimental method, in which students had the opportunity to practice writing utilizing the process approach from pre-writing through the writing process and into post-writing. In the pre-writing process, they were allowed to use the concepts learned to outline writing plans and, strategies, and brainstorm to identify the topic, organize the information, and also use diagrams to chart their thoughts. In implementation, the students used haiku poems with worksheets, flash cards, images, or questions for each type of writing in the pre-writing stage. Using haiku poems helped to activate open emotional communication, critical thinking ability, imagination, and syllabication power for completing the pre-writing stage (Reichhold, 2002, p. 15). They were therefore able to create a first draft using the ideas on a pre-writing worksheet after each learning activity. The pre-writing worksheet, concepts and outline plans were the used before continuing on to writing a first draft. Pre-writing strategies were developed with the help of the pre-writing activities to assist student writers to intentionally organize their ideas as they prepared to write (Williams, 2003, p. 108). Brown (Brown, 1994 as cited in Compeerapap, 1997, pp. 42-43) explains that the pre-writing is the stage helping students form extensive and varied ideas on what they are going to write about. As Graham, Harris and Mason (2007); Peha (2003); Gould and Gould, (2010) also agree, specific pre-writing strategies related to concepts and outline plans, strategies, brainstorming, organizing information, and using diagrams are teachable and have the potential to improve ESL students' writing skills. These writing assistance techniques can assist ESL students who are in the planning stage of the writing process. The current study made use of these theoretical concepts. Despite the fact that that the experiment's participants were EFL students, when they participated in the pre-writing activities of each type, they were able to apply the pre-writing techniques they had learned to write their paragraphs, which improved their descriptive writing abilities.

In addition, whilst writing necessitates an extensive explanation of the components of descriptive writing. Students were encouraged to use sensory details, figurative language, vivid words and peer revisions (Spencer, 2005). Content was also the primary consideration when looking at voice (Spencer, 2014). When composing a written product, the students had to think about the topic or story they wanted to tell, plan how to share it with the readers, and

manipulate their written texts to be understood by the readers. Students were able to improve sentences using the vocabulary they had learned from haiku poetry and wrote the first draft on their chosen topic, including a descriptive paragraph. The teacher also checked the paragraph and suggested the students swap their papers and read aloud with their classmates. Metacognitive techniques including the use of directions, questions, and monitoring one's own comprehension of text were beneficial in creating interaction between the writer and the reader since they could engage the reader in and maintain their interest in the written texts. As a result, every voice feature encourages the writers' opinions on writing to be more focused, and devices that reveal their confidence, experience, and attitudes, signal their authorial presence to the readers, and engage the readers in their written texts.

The next stage, the post-writing process, involves editing and sharing the essay before the final draft was finished. This stage encouraged students to check and edit their whole essay and then share it with the teacher to jointly construct a written text. Teacher checked and gave feedback on the drafts. The students were motivated to take a second look at the words and sentences that were edited or suggested, and thus, their writing became more effective. They had the opportunity to share their final draft descriptive paragraph to the whole class. This was able to successfully influence their opinions on writing.

The final stage of the writing process is assessment; here, the teacher used a descriptive paragraph writing rubric to assess the final drafts and gave the students freedom to publish their writing products in different ways, including creating a poster, a school or class newspaper, a school or class magazine, or even use the ICT media on the Internet as a students' blog. Students were given the opportunity to show how successful they had become in descriptive paragraph writing.

The results of this study were in accordance with Kroll's (2001) theory, according to which the process approach of writing serves as an umbrella term for a variety of writing courses. It encourages teachers to place more emphasis on a variety of classroom activities which encourage the improvement of language usage, such as brainstorming, group discussions, and rewriting. Process-based writing is also considered to be a way writers actually approach their writing responsibilities from the preliminary design stage to

the final outcome. This method was described by O'Brien (2004) as an activity where teachers encourage students to view writing as a discovery of meaning and ideas rather than as a grammatical exercise. Teachers can employ the writing process model to encourage learners to acquire their own writing and allow them to explore their concepts. Thus, in order to generate the writer's ideas before producing any written texts, activities like brainstorming, critical thinking, and concept mapping are used.

Another interesting finding improvement in content and organization (Figure 10), also provided evidence that L2 haiku composition had beneficial effects on the consciousness of self-expression. Because of the increased emphasis on the writing process in haiku writing, students' writing organization can strengthen (Iida, 2010). It is reasonable to attribute this increased awareness to the haiku writing process and the related editing efforts. The development of organization requirements could also be attributed to other potential advantages of haiku writing, such as the development of particular writing abilities and knowledge and the dissemination of specialized literacy abilities, as indicated by Iida (2011). Additionally, numerous potential advantages of composing poetry, including vocabulary enhancement, raising audience awareness, and improving comprehension of the writing process, can motivate development in content.

The findings of the test's statistical analysis also confirmed that composing haiku had a beneficial effect on accuracy with regard to linguistic features. Additionally, these findings complemented exactly what had been published in the relevant literature on the development of linguistic awareness and grammatical competence (Lazar, 1993; Kirkgöz, 2008; Panavelil, 2011; Iida, 2011;). The statistical analysis of error counts also revealed major improvements in concrete language use and spelling, between the pre- and post-tests. This situation might be explained by a greater understanding of the writing process and the encouragement of meaningful language through poetry writing. This finding offers some empirical support for Hanauer's (2011b, p. 83) theory of literacy transfer, which claims that literacy abilities in writing poetry, including metaphor handling, awareness of linguistic structure, conciseness of expression, imagistic description, emotional communication, and a multitude of other possibilities, can overlap with literacy abilities in other genres of writing. Additionally, it emphasizes the importance of writing haiku in situations with multiple

functions as verification of L2 literacy development from the perspective of different writing styles employed throughout the curriculum.

2. Research Question Two: What are the differences in the students' abilities to write descriptive paragraphs before and after being taught through haiku poems versus the teaching method in the teacher's manual?

The second research question was used to compare the students' descriptive paragraph writing skills before and after they were taught using haiku poems in comparison to a teaching strategy from a teacher's manual. Both groups were assigned to write descriptive paragraphs about daily routines, traveling, technology, shopping, local culture, and environment. In the writing course, both groups were given an equal opportunity to practice writing while utilizing various teaching methods. According to the results, both groups' post-test mean scores were higher than they were on the pre-test. The experimental group greatly outperformed the control group on the post-test (Figure 11). This indicates that students who were taught using haiku poems had greater writing success than those who were taught using a more-standard method. The findings also emphasized the role that haiku poems played in directing descriptive paragraph writing development. The first differences in the students' abilities to write descriptive paragraphs through haiku poem was an improvement in the development of the writer's voice. As the results show (Figure 10), the total number of mistakes frequencies on the post-test was lower in all categories for the experimental group. While English haiku poems were created from the perspective of individual writers, this finding demonstrated that they naturally helped students to share their inner feelings with others. The form of haiku requires careful attention to selecting the appropriate words to communicate a specific sociocultural context that includes both individual and social realities. As a result, it has helped the students learn to write fluently, acquire vocabulary, and develop their sense of voice and audience awareness. Reading and writing poetry, according to Hanauer (2004, p. 88), is an approach to literacy that emphasizes literacy activities as a method of examining the relationship between the individual's internal and external worlds. As a result, writing haiku is an effective method for L2 writers to achieve a critical sense of voice, audience, and social reality awareness. Additionally, as mentioned by Iida (2011), the production of haiku improves language

learners' awareness of voice, which can contribute to the integration of more complex themes. Regardless of the genre, students can write more complicated yet understandable ideas by developing a greater sense of their unique voices. However, the increased attention to audience expectations that the reader-centeredness of haiku fosters should also be considered in order to fully understand the higher development of concepts reported by the participants (Iida, 2011).

The second change of creative writing in descriptive paragraph writing was an increase in using ideas. As the results show (Figure 9), the use of ideas had the second lowest mistake frequency in the descriptive paragraph writing ability achievement post-tests, and it appeared that the poetry-writing assignment promoted an EFL environment that fostered students' creativity by having them compose haiku poems. This finding reflects the work done on haiku comprehension where poems were explained to students so they could construct a mental set that would make it easier for them to access poems (Maley and Duff, 1987). The students were able to build a better knowledge of concepts, feelings, grammatical structures, vocabulary, figurative language, sensory and emotional terms, vivid words, and other elements which helped them comprehend the meanings of the poems. The students were also encouraged at this stage to incorporate their knowledge into meaningful creative expressions in order to create poems from their own perspectives. The students received comments on their imagination and language use while they were writing their poems. The results in this study confirmed Maher (as cited in Kirkgoz, 2008) who stated that poems provide a kind of creative writing inspiration and offer a form of stimulation. Each student might find inspiration for their own creative writing as they read through poems. Overall, as Chamcharatsri (2013) indicated, introducing poetry-based creative writing assignments into language classes encourages students to give more consideration and attention to the written product's content-related features. Poems also improved motivation in learners by generating emotional responses. Poems provided students with improved cross-cultural awareness, which was another benefit of using them in the classroom. Poems also offered a backdrop for better comprehension of English-speaking culture, which is essential for achieving full second-language proficiency. Because it had previously been demonstrated that using poetry media in the classroom has an impact on students'

motivation to study English, it was assumed that students would be more willing and engaged in studying English. And in fact, the findings clearly illustrate that, following the treatment of haiku poems; there was a substantial difference in the students' scores between the experimental and control groups. This finding shows that the haiku poems were very successful in enhancing the students' ability to write descriptive text.

Another change in content in students' descriptive paragraph writing was an increase in topics and details. As the results show (Figure 10), the criterion of content had the third lowest mistakes frequency on the post-test of the experimental group, and it seemed that after the implementation of haiku poems, the students' capability in writing descriptive paragraphs improved as well. The expanded opportunities for significant self-expression that haiku composition is believed to generate were an influence in the improvement within content criterion (Iida, 2011, 2012). The majority of students in the experimental group were able to adequately articulate their experiences. They also were taught how to organize their thoughts in writing by using a diagram and writing plan. Haiku poems provided EFL students the chance to expand their vocabulary by presenting words that were relevant to the topic. In other words, after composing haiku, students were more at ease and free to express themselves when they were given less organized writing assignments. The challenge of composing poems could be made simpler and more practicable if a topic that is important to EFL students or has some influence on their lives has been used. It is therefore helpful for teachers to select a topic that is well-known to EFL students or, as proposed by Hanauer (2010), to have them explore meaningful life experiences and develop their own topic for poetry writing. The students' performance revealed that they were able to structure their ideas according to the sequence of the content and identify what should be mentioned first in order to create fluent descriptive paragraphs more efficiently.

The linguistic features in descriptive paragraph writing were considered to be a possible factor affecting word count and the number of paragraphs. According to the participants' responses, one possible explanation for the increase in word count was the incorporation of personal experiences in the creation of descriptive paragraphs. Participants appeared to have used the haiku writing process to enrich their descriptive paragraphs by

exploring personal experiences, reflecting on specific certain times, and expressing their emotions at the moment of an incident. This has been further supported by a list of frequently occurring linguistic features. The usage of words like *day, time, life, and sky*, for example, originates from EFL students' reflections on their own experiences. The writers' personal reactions to their own experiences were expressed using sensory and emotional words such as *happy, hot, and beautiful*. In addition, English haiku explored the authors' social relationships with one another as well as their thoughts regarding location. This finding confirmed previous research by Hanauer (2011b) and Kim (2004), which established that reading literature improves second- and foreign-language learners' ability communicate successfully in the target language. This finding also supports previous research by Iida (2012) which showed that participants learned to write more by being given the assignment of describing each situation and including their personal issues in haiku poems. Another probable explanation for the increased word counts was that the change had been produced by the haiku's structural design. Participants were instructed to use the 5-7-5 syllable pattern while expressing their feelings during the intervention period. When creating descriptive paragraphs, the rigorous guidelines for haiku writing were eliminated, giving participants more linguistic and structural freedom. This independence might lead to increases in the number of words used in descriptive paragraphs.

Thus, the overall improvements in the students' descriptive paragraph writing ability following instruction in haiku poems provide definite evidence that there were some overlapping effects between writing haiku and descriptive paragraphs in a foreign language. As a result, it is possible to conclude that haiku poems assisted the study's participants improve their abilities to write descriptive paragraphs.

3. Research Question Three: What are the students' perceptions towards using haiku poems to improve their abilities to write descriptive paragraphs?

3.1 Students' perceptions towards using haiku poems to improve their abilities to write descriptive paragraphs from questionnaires

The third research question aimed to explore the perception of students towards using haiku poems on students' writing ability in descriptive paragraph writing. The results showed that the students' perceptions on descriptive paragraph writing through

haiku poems were at the high level when the total mean score was 4.13. In regards to the results, students in the experimental group supported the use of haiku poem activities. One of the strongly agreements was materials (haiku poems) could help them improve descriptive paragraph writing at a very high level writing ($\bar{X} = 4.56$). Participants' perceptions of haiku writing as an effective approach for learning to communicate ideas clearly were highlighted by (Iida, 2012) to support this assertion. By examining their experiences, making reference on a specific time, and articulating their feelings during an event, participants appeared to have integrated the haiku writing method to their descriptive paragraph writing. In other words, the process of creating haiku writing had a lot of potential for improving awareness of written forms among EFL students.

According to the questionnaires, students indicated that the use of haiku activities made their English reading and writing class more interesting since these activities allowed the students to engage in a variety of activities both individually and in groups. Therefore, when working with friends, students who were less efficient could be more comfortable and complete their assignments without any issues.

Students' confidence was also fostered by writing haiku poems. According to the results of the survey of students perceptions, studying haiku poems gave them more confidence when writing descriptions. They were more confident when writing paragraphs because the haiku poems activities were relevant to the topic of descriptive paragraph writing and allowed students to practice writing in a favorable way. In an EFL classroom, writing haiku might be a useful literacy activity for making language acquisition more relevant and practical than the instructional methods in the teacher's manual. Haiku poems were also relatively easy to compose in English for EFL students, and this was achievable in class. Students were encouraged and gained confidence in their writing as a result of this. The students indicated that the researcher encouraged them to participate in class discussions and provided more opportunities for students to ask questions and express their opinions. The researcher also checked the students' understanding one by one and gave feedback to them during the activities.

Moreover, the students spent time reading haiku poems aloud and classifying the types of descriptive components found within them. Then, the teacher allowed students

to complete their outlining diagrams in groups. The groups completed their diagrams then the students started writing haikus as drafts guided by the instructor. The students were able to use sensory words expressing the five senses, figurative language, vivid words, peer revisions and other techniques in their writing lessons. Each student was given a chance to read his or her haiku aloud in groups to get feedback from other students. In the next step, they were provided with a descriptive paragraph writing prompt and achieved in writing class. In addition, the teacher provides comfortable and motivating learning environment to encourage students to formulate their knowledge independently and develop teamwork. By doing this, the classroom environment will be less stressful for the students.

According to the above results, it found that using haiku poems had very much benefit for improving the students' abilities to write descriptive paragraphs. The students also had very positive perceptions towards using haiku poems.

To study students' perceptions towards using haiku poems more obviously, a semi-structured interview was conducted with students in the experimental group to get their perspectives on how using haiku poems affect their ability to write descriptive paragraphs. They were fully described in the next section.

3.2 Students' perceptions towards using haiku poems on their abilities to write descriptive paragraphs from interview questions

After the students completed the writing course, some were interviewed. There were four questions used to interview participants. Nine randomly selected students from a class of 18 students, who were divided into three levels of English competency (Beginner, Intermediate, and Advanced), were interviewed. The results of the semi-structured interviews indicate that the majority of the students were satisfied with the haiku poems' influence on their abilities for creating descriptive paragraphs. They all found learning in the writing class to be enjoyable since they had the opportunity to participate in discussion, interact, and exchange ideas with friends. In this situation, they were more confident before beginning their first drafts. Activities using haiku poems were able to assist students in expanding their vocabulary, considering of concepts, and writing. Compliments from their friends and the teacher's feedback encouraged them to feel comfortable with their own writing. Haiku poems activities not only improved their descriptive writing skills, but

they also increased their confidence, assisted them to develop their creative abilities, and taught them how to approach challenges in writing classes. The study also discovered that composing haiku encouraged participants to become more aware of metalinguistic issues in English writing. In other words, the knowledge, techniques, and approaches learned while writing a haiku were transferrable to writing a descriptive essay. In the interviews, the participants acknowledged that using haiku poems to improve their writing skills enabled them to comprehend more and feel satisfied as follows:

Students' perceptions towards the activities

The respondents were questioned about how they felt about the haiku poem activities that assisted them in learning to write descriptive paragraphs. All of them expressed that they appreciated the writing sessions because they had the opportunity to discuss the topic, participate, and get feedback from other students. Since students could see the connections between the main concepts and the supporting ideas before writing, they were more confident in this situation and worked out their ideas on a worksheet. Activities including haiku poems helped teach them the stages of writing, enhance their vocabulary, and develop their thoughts. Concept maps or diagrams helped them prepare and arrange ideas before writing, and they were able to develop more self-confident before writing. The findings revealed that writing haiku poems was a valuable method for teaching individuals how to communicate their ideas effectively. Haiku composition, in particular, assisted students in developing their writing abilities in a variety of ways, from text structure to originality and imagination. The advantages of haiku were the potential to synthesize content into a brief poem that addressed the importance of the information. During the tasks, students were able to exhibit this ability. This situation encouraged students to join the class and stimulated active learning within a group. They completed all of the activities, from writing appropriate sentences to connecting them all into a good descriptive paragraph.

Students' perceptions towards their own role

The majority of students indicated that they learned how to solve problems and deal with conflicts in their group discussion. The process of responding to haiku was equally important in haiku writing classes as completing finished writing products. In the

group activities, students had the opportunity to compare their work to that of their peers, who may have used a similar theme but different points of view or different ways of expressing themselves. The students received benefits from the peer review process in two ways: student authors improved their speaking abilities by explaining their haiku in the target language, and students in the reader/listener role were able to examine the various strategies used by the writers to effectively transmit content. Additionally, they had the opportunity to participate together with their peers during class activities including peer reading and group discussions. They also explored their own personal experiences as they related to the writing topic they were given, and they were able to try to develop their descriptive writing by including some convincing arguments in their paragraphs. As previously mentioned in Chapter 2, Slameto (2010, pp. 54–60) has also been suggested that one way to increase students' interest in writing is to provide them with themes related to their lives and needs.

Students' perceptions towards the role of the teacher

The students' answers indicated that students' descriptive writing improved as a result of teachers adopting the process method and exercises including haiku poems. The students found it easier to articulate their thoughts, feelings, and opinions regarding the objects of their descriptions due to these techniques. Their writing became more effective because they knew how to begin it, and how to use sensory elements, vivid words, and figurative language. Most importantly, students no longer felt intimidated to write because the focus was on the writing process rather than grammatical accuracy. They were actively engaged in completing the teacher's activities. The teacher also provided the students with feedback and suggestions. Moreover, the teacher created the atmosphere of learning that promoted interaction, autonomy and responsibility for constructive activity of students. The findings of this study were supported by Slameto (2010, pp. 54–60) stated that the influential factors in the role of the teacher is very important in the student learning process which affect students' learning and facilitate better achievement.

The students' perceptions towards the features of haiku poems

Most of the students indicated that haiku writing was beneficial for L2 learning in terms of vocabulary acquisition and expressing their emotional responses to

crucial and meaningful life experiences, as well as the applicability of haiku composition skills and techniques to descriptive writing. The idea of using haikus also stimulated and developed the students' competence in creative writing. These elements provided L2 students with a variety of linguistic and literary alternatives, as well as the ability to incorporate spoken language features in the construction of meaning and haiku. In other words, writing haiku has a lot of potential for developing awareness of specific written forms among L2 learners.

The students also acquired knowledge, processes, strengths, and strategies through haiku writing which can be transferrable to different types of English texts. This indicated that the task of haiku writing had a great potential to transform the EFL classroom into a place where the students could reflect on their past experiences, negotiate meaning and express their own voice through English language learning. Writing haiku might be a valuable literacy activity for making language acquisition more relevant and practical than the teaching technique from the teacher's manual. Students could get ideas easily in descriptive paragraph writing through composing English haiku poems. They were encouraged to share their inner emotions to others through a session based on spontaneously reading and writing haiku about their experience. According to the students' responses, the form of haiku required special consideration to determine the appropriate vocabulary to reflect particular emotions, which enabled them learn to write effectively, expand their vocabulary, and develop their sense of voice and audience awareness.

Implications for English language teaching and learning

The aims of this study were to 1) to investigate the effects of using haiku poems on students' abilities to write in descriptive paragraphs 2) to compare the students' descriptive paragraph writing abilities before and after being taught through haiku poems versus the teaching method in the teacher's manual and 3) to explore the perceptions of students towards using haiku poems to improve their abilities to write descriptive paragraphs. The results showed that using and receiving haiku poems throughout the writing activities assisted EFL students in improving their descriptive paragraph writing abilities. In comparison to the pre-test, both the experimental and control groups' post-test mean scores were

increased. The experimental group greatly out-performed the control group in terms of mean scores for students' descriptive paragraph writing abilities. Furthermore, the results from the questionnaire analysis revealed that the students' agreed on that learning descriptive paragraph writing through haiku poems was effective. The results of the interviews revealed specific unique writing attitudes and requirements. The following are conclusions about descriptive paragraph writing that are influenced by the challenges of EFL students while composing haiku in English.

1. The first major finding is that explicit haiku poems strategy training had a considerable effect on students' abilities to write descriptive paragraphs. By conducting an instructional preparation based on the four main elements suggested by the descriptive writing model, haiku poems strategy training could be integrated in the English Reading and Writing curriculum and in other EFL contexts. The use of haiku poetry in class was demonstrated to improve students' writing abilities as well as their capacity to express themselves socially and create their own personal writing. In the English Reading and Writing class, it was discovered that it was beneficial to have students work in diverse groups. To assist the students in developing their writing skills, social abilities, and self-improvement, haiku poems can be implemented in homogenous learning groups. It was also suggested that English writing teachers provide the students with pre-session instruction so that the students had a similar experience of English in terms of vocabulary, grammar, and haiku poem comprehension before developing the lesson plans. For example, if a student has a limited vocabulary, the teacher should spend some time teaching them new vocabulary before beginning the lecture. Effective resources for teaching new vocabulary include appealing images, diagrams, videos, and songs. Students should also begin practicing at a lower class level. Giving participants the chance to write frequently and in depth would help to progressively decrease their anxieties about writing. As a result, individuals would gain confidence and improve their writing skills. In contrast to more proficient authors, less proficient writers tended to need more of everything, more time, and more opportunities to learn. This is similar to the research of Raimes (1985) on unskilled writers; teachers shouldn't employ the same approach or methodology throughout all of their writing classes.

Furthermore, according to Cohen (1996), learning methods were closely connected to the learner's underlying learning styles as well as other personality-related factors.

2. It would be advantageous for teachers to accede to the descriptive writing model that has been adapted from Gould and Gould (2010); Graham, Harris and Mason (2007); Spencer (2005); Peha (2003). These authors give advice regarding the requirement for EFL teachers to learn more about writing, not only in terms of how to effectively teach writing but also in terms of the advancement of the process method of writing. Teachers should be aware of several types of writing which are accessible as well as the writing skills that should be taught to pupils. Teachers require assistance not just in related to content competence, but also in terms of technical skills or methodologies for applying new strategies. Before enabling the students to participate in the activities, the teachers should clarify the procedure. Having clear protocols for participating in the activities is crucial. In addition, teachers should plan the instructional materials which promote the students' writing ability and assign students' roles to achieve the goal. Teachers can begin by assigning writing activities with basic topics, such as writing about their personal experiences, because they already have some thoughts about the topics. They will be very motivated to write once they have brainstormed ideas in the pre-writing stage. Additionally, as the students are engaged in activities, the teacher should walk the room to reflect on their progress and provide comments. The students' perception that the teacher paid attention to everyone in the room could assist in their ability to concentrate better during class activities. Another powerful strategy for encouraging positive interdependence and inspiring students to perform hard in class is to provide rewards. Through a reward system, students will have immediate recognition to look forward to. This is a powerful mindset to have in the classroom and can encourage students to feel better about the work they complete, as well as themselves. This encourages emotions of pride, which are closely related to happiness.

3. The findings of the interviews revealed that although the students recognized their need for assistance from teachers or instructors, they were hesitant to approach them due to limited time in the classroom. The students' learning, particularly of linguistic features, knowledge of haiku, vocabulary, and other language skills, is likely affected by the limited time allotted for studying and practicing writing. They can experience stress

and anxiety as a result of this. Teachers are recommended to find a balance between time and class activities in order to overcome these problems by providing extra time for lesson practice and/or eliminating some lessons in order to concentrate more on students' language inadequacies and decrease stress and anxiety in the classroom. With or without informal interaction, teachers should be using a needs analysis form to identify the needs and interests of their students. Students might well be given the opportunity to vote on activities or writing topics that are both interesting and relevant to the course objectives. Furthermore, teachers should remind students of the course's objectives so that they are all on the same level in their learning and know what they should be focusing on. Teachers should focus on teaching high-ability groups techniques for generating new ideas or expanding their vocabulary, while the low-ability groups need more help with grammar and vocabulary.

Despite the fact that there were certain research limitations, which will be addressed in the following part, however the experiment proceeded as intended.

The limitations of the study

An overview of the arguments presented against implementing haiku poems is provided in this section.

1. A lack of time was one of the most common issues that students faced. Although the project was only supposed to last eight weeks, the school remained shuttered for over a semester. The system had been interrupted by school closures, which also had a negative impact on student achievement and the ability of educational authorities to fulfill their responsibilities. The researcher had to make up courses for certain periods of instruction that were missed due to extracurricular activities at school, and the make-up sessions were held in the morning before the regular classes began (homeroom time). The students became exhausted and bored with the class, and they would have preferred to relax. As a result, various class times provided different outcomes. The class had a limited number of participants. As a result, the findings of this study cannot be generalized to include learners in different contexts and regions of Thailand. The methodology was not consistently used since it takes time to write using a process-based approach, and the researcher could not effectively develop the knowledge and skills over the course of two or three sessions.

Before moving on to the next step of writing or the next class, the students required extra time to review their writing assignments.

2. One of the most common issues that students confronted was that they had a lot of great ideas but didn't know how to put them together. The first step in resolving this issue would be to organize their paragraph, paying special attention to the paragraphs in the body of the essay, and to select sensory words, since that is where the majority of their description is found. (Spencer, 2005)

3. The number of students for this study was rather small due to time, space, and financial constraints. There were only 18 students in each group. Gaiwan (n.d.) says that a smaller sample size might result in more mistakes. Larger sample sizes, on the other hand, lead to fewer mistakes. However, Harmer (2002) has stated that teaching a smaller class was preferable to teaching a large class because the teacher would be able to pay attention to each student and understand their issues.

Recommendations for further research studies

Based on the results of this study, it can be concluded that haiku composition techniques significantly influenced how well EFL learners could write descriptive paragraphs. However, the following recommendations are provided for future research:

1. The purpose of this study was to determine how haiku poems affected students' ability to write descriptive paragraphs. The ability of students to write in a variety of genres, including narrative, comparison and contrast, argumentative, cause and effect, classification essay, etc., and studying writing in these different types would be useful in determining if the same or different procedures should be used.

2. To offer additional insight on how writing descriptive paragraphs could enhance multilingual proficiency, it would be beneficial to conduct research that integrates reading, writing, and other language skills with other poetry or pedagogies.

3. It is recommended that haiku composition be taught in language classes as a consequence of the study's findings. It is essential to emphasize that these creative writing activities should be distinguished from reading and reflection activities that involved the learners' senses; this activation is meaningful for the composition task because it encourages

the aforementioned meaningful, relevant, and consequential self-expression. Furthermore, in consideration of how fundamental vocabulary acquisition is to the improvement of foreign language communicative skill (Nation, 2005; Min, 2013), it seems appropriate to suggest that poetry-based creative writing exercises, particularly haiku composition, be included in the language classroom. Such assignments should be regarded as excellent tools for expanding one's vocabulary. An appendix with a program of work for a creative writing workshop centered on haiku poetry exercises is included to help with this inclusion.

4. The qualitative findings of the study lead to the conclusion that choosing classroom materials and in particular, when these comments are based on instructors' personal experiences, planning learning activities should not have been relied on generalized opinions regarding specific tasks and resources. In these cases, language teachers should assess their own practices to ensure that they are making teaching decisions based on the needs of their students rather of their own personal preferences. If this is not done, resources and tasks with scientifically demonstrated benefits for language acquisition, such as poetry writing, may be excluded.

5. Finally, only high school students were the target of this investigation and, therefore, the findings of this study might not be comprehensive. In order to achieve more reliable and beneficial results, further research on descriptive paragraph writing approaches should be conducted with different student populations, including those from different levels, cities, and countries.

Conclusion

Writing can be seen as a difficult skill in the language learning process. Most high school students encounter several problems while learning writing skills and EFL learners have to face many specific challenges in developing writing skills. Some EFL writers cannot create effective written work due to the inadequacy of lexical competence, basic grammar errors and low motivation. However, the lack of meaningful and authentic tasks, as well as the focus on product writing in some curriculums, may also be a culprit for why some EFL writers struggle. Using haiku poems to mediate the students' descriptive paragraph writing is the main objective of the current study. The findings of this study demonstrate how writing

a haiku poem promoted the improvement of creativity and led the students into ingenuity, awareness of themselves as well as their surroundings. The findings also confirmed that the experimental group and the control group had a statistically significant difference. Accordingly, the high level of development in the experimental group could be traced to haiku-based learning.

Previous research (Garvin, 2013; Hanauer, 2014, 2015; Iida, 2008, 2011; Liao, 2016) has indicated that using creative writing in the language classroom has advantages, but students must get feedback in order for this technique to be effective. The findings of this study indicate that teachers can evaluate haiku poems written by EFL students based on their own perceptions of poetry reading and haiku poem assessment. This is an aesthetic reaction to the features of reading poetry that provided insight from the inside out in aspects of appreciating the beauty of the written poem. The findings of this research may be combined with Bizarro's (1993) theory that evaluation in a poetry class provides a stimulus for revision to establish a setting for the L2 writing teacher working with poetry. In these circumstances, the writing teacher reads the student's poetry, analyzes it as a poem, evaluates the use of poetic devices, and then includes all of this into the grading assignment and into revision discussions with the student. A unique form of student-teacher interaction is accomplished by the discussion's emphasis on language and beauty, poetry, and writing. This indicates a different attitude for the writing teacher than what is often experienced in an L2 classroom, as Iida (2008) and Hanauer (2014) emphasized.

In some aspects, the findings of this study affect a writing instructor's consciousness in the same way as composing a haiku poem improves a student writer's positioning. The teacher can engage with the students' emotive and communicative content and provide feedback on the concept of beauty in language by evaluating their haiku poems. It has the potential to encourage the expression of personal meanings that are meaningful and important. In a situation like this, the teacher has a lot of flexibility, and student conferencing about assessments would undoubtedly be very distinct from other classroom discussions in the language. The current study was carried out in the expectation of promoting discussions and interactions about aesthetics in haiku writing while maintaining the option of assessment.

The findings of this study should assist high school students and instructors in developing their ability to write descriptive paragraphs and improve, voice, creative skill, use of linguistic features, and help encourage students to write in English.



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APPENDIX

มหาวิทยาลัยพะเยา
UNIVERSITY OF PHAYAO

APPENDIX A LIST OF EXPERTS

List of Experts

1. Dr. Atsushi Iida Doctor of Philosophy (English, Composition & TESOL)
Associate Professor, Higher Education Center,
Gunma University (2017–2022)
2. Dr. Arucha Pung-in Doctor of Philosophy (Curriculum and Instruction)
Faculty of Education, Rajabhat Uttaradit University
3. Dr. Pornpat Rithichai Doctor of Philosophy (Curriculum and Instruction)
Faculty of Education, Rajabhat Uttaradit University



APPENDIX B WRITING ABILITY ACHIEVEMENT TESTS

Writing Ability Achievement Tests (Pre-Test)

Directions:


1. This test is for a quasi-experimental research only.
2. There is no effect on your score in English subject.
3. Thank you for your participation in doing this test.

Instruction:

1. Write down your name and class on the provided answer sheet.
2. Please choose one of the topics based on “My favorite place or School Environment” and write the descriptive paragraph which consists of 100–150 words.
3. Write down the simple descriptive texts based on the topic given by the researcher. Please write your paragraph consisting of identification and description.



Name: _____ No: _____ Class: M.2/ _____

Directions :  Choose one of the topics based on "My favorite place or School Environment" and write the descriptive paragraph which consists of 100-150 words.

Topic 



I. Introduction:

.....

II. Identification:

.....

.....

.....

III. Description:

.....

.....

.....

IV. Conclusion:

.....

Writing Ability Achievement Tests (Post-Test)

Directions:


1. This test is for a quasi-experimental research only.
2. There is no effect on your score in English subject.
3. Thank you for your participation in doing this test.

Instruction:

1. Write down your name and class on the provided answer sheet.
2. Please choose one of the topics based on "My favorite place or School Environment" and write the descriptive paragraph which consists of 100-150 words.
3. Write down the simple descriptive texts based on the topic given by the researcher. Please write your paragraph consisting of identification and description.



Name: _____ No: _____ Class: M.2/ _____

Directions :  Choose one of the topics based on "My favorite place or School Environment" and write the descriptive paragraph which consists of 100–150 words.

Topic : _____



I. Introduction: _____

II. Identification: _____

III. Description: _____

IV. Conclusion: _____

APPENDIX C SEMI-STRUCTURED INTERVIEW AND QUESTIONNAIRE

SEMI-STRUCTURED INTERVIEW ON DESCRIPTIVE PARAGRAPH WRITING THROUGH HAIKU POEMS

This semi-structured interview is aimed at investigating students' writing ability in descriptive paragraph writing after using haiku poems. The interviewees will be explained the writing processes and behaviors which are involved during their writing composition. The reflections from the interviewees will be the insights which are benefit for teaching and designing the course to enhance the students' writing skills in the future. The face to face interview lasts approximately 30 minutes. The following questions are the set of organized questions but some impromptu questions will be asked in order to allow the new idea to pop up during the interview. The interviews will be asked in Thai, tape-recorded and transcribed later.

The information obtained from the interview is for research purposes only. There will be no personal information required from participants and the findings will be presented anonymously. Your kind co-operation in completing this questionnaire is humbly appreciated. Should you wish to withdraw, you are welcome to do so at any stage.

The following is a set of organized questions

1. What do you think about the activities used for learning descriptive paragraph writing through haiku poems?
2. Tell me more about the role of students in class.
3. Describe your teacher's' role. How do you feel about her teaching? What can the teacher do to better help you reach your learning goals?
4. Would you recommend learning about the features of haiku poems to other EFL students?

**QUESTIONNAIRE SURVEYING PERCEPTIONS ON DESCRIPTIVE PARAGRAPH
WRITING THROUGH HAIKU POEMS**

Directions: This questionnaire is constructed to explore the students' perceptions towards using Haiku poems on students' writing ability in descriptive paragraph writing. Put a tick (✓) in the box indicating your opinion rate. The numbers on the checklist can be explained as follows:

5 means Strongly Agree

4 means Agree

3 means Uncertain

2 means Disagree

1 means Strongly Disagree

Statements	Opinion Rate				
	5	4	3	2	1
Activities					
1. I find brainstorming the words in haiku poems before class prepares me for the descriptive paragraph writing activities.					
2. I find viewing haiku poems is essential to successfully participating in the descriptive paragraph writing activities.					
3. I find composing haiku poems before writing descriptive paragraph are helpful in learning the content.					
4. I prefer using class time for composing haiku activities rather than others activities.					
5. I find working in groups is useful to me during class time.					
6. I want more interaction between students and members during class time.					
7. The haiku composing activities are related to the content of descriptive paragraph writing.					

Statements	Opinion Rate				
	5	4	3	2	1
8. At the beginning of using the haiku poems, I believed this method would facilitate my descriptive paragraph writing.					
9. At the end of using the haiku poems, I believe this method has facilitated my descriptive paragraph writing.					
<u>Students' Roles</u>					
10. I like reading the haiku poems before class.					
11. I like composing haiku poems before writing descriptive paragraphs.					
12. I like sharing and exchanging my knowledge with my peers.					
13. I like discussing with the teacher in class.					
14. I like working with other students in class.					
15. I like working with the same students as in the past activities.					
16. During the class, I communicate a lot with other students.					
17. I have the freedom to ask any questions with the teacher.					
18. I am a more active learner rather than a passive learner in learning descriptive paragraph writing after using haiku poems.					
<u>Teachers' Roles</u>					
19. In every class, the teacher asks what I have learned from haiku poems.					
20. The teacher requires my participation in class activities.					
21. The teacher encourages me in learning more actively.					
22. The teacher selects the haiku poems related to the content in descriptive paragraph writing.					
23. The teacher makes meaningful connections between the content in the haiku poems and the descriptive paragraph writing activities.					

Statements	Opinion Rate				
	5	4	3	2	1
24. The teacher provides class with activities associated with the point of learning.					
25. The teacher gives more opportunities to ask questions and share my opinion in class activities.					
26. The teacher helps and guides me a lot when I have errors of understanding.					
27. The teacher mostly checks students' understanding one by one.					
<u>Materials</u>					
28. I think the haiku poems are helpful for writing my descriptive paragraphs.					
29. The content of haiku poems is interesting and engaging.					
30. The content of haiku poems is relevant to the development of descriptive paragraph writing.					
31. The haiku poems should be made by the teacher rather than taken from the Internet or the other sources.					
32. Solving problems (imagination, vocabularies, organization etc.) of composing the haiku poems affect my writing in descriptive paragraphs.					
33. The example of each haiku poems is good enough for improving descriptive language.					
34. Youtube and Facebook Pages are useful ways to collect haiku poems when I want to review the concept and compose haiku poems.					
35. After composing haiku poems, I can immediately add my poems to the Facebook Page while not understanding my own content.					

APPENDIX D LESSON PLANS AND WORKSHEETS

LESSON PLAN 1

- Subject:** Reading and Writing II
- Time:** 2 hour
- Level:** Matthayomsuksa 2 (Grade 8)
- Content:** The world of Haiku
- Standard:** **F1.2** Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions
F1.3 Ability to present data, information, concepts and views about various matters through speaking and writing
- Indicators:** **F1.2 Grade 8/5** Speak and write to express their own feelings and opinions about various matters around them, various activities, as well as provide brief justifications appropriately.
F1.3 Grade 8/1 1 Speak and write to describe themselves, their daily routines, experiences and news/incidents of interest to society.
- Objectives:** By the end of the lesson, students will be able to:
1. Describe the traditional rules and conventions of haiku
 2. Read and interpret examples of haiku
 3. Characterize the image-evoking power of haiku
 4. Develop a vocabulary and ideas for writing haiku creatively
 5. Compose a haiku in English based on a personal experience
 6. Develop group-work
- Language Focus:** Grammar: Word order, Descriptive words
- Teaching Aids:** pictures, sample haiku with illustrations, textbook, handouts, paper, pencil color, watercolors, markers, crayons, projectors, computer, power point presentation and active internet service

Activities

Stage	Time (min)	Procedures
Warm Up	5	<p>Ask the students how they feel about the poems. Here is an example list of the questions:</p> <ul style="list-style-type: none"> – Which poems did you like best? Why? – How do you feel when you heard specific poems? (For example, did you feel about the journey to Phukhaathong? Or did you feel sadly when you heard the poem about Phra Abhaat Mani?)
Preparing for pre-writing: P		
Planning	20	<p>1) Provide students with a selection of haiku from those available through website, youtube, journal, haiku handbook and the researcher's haiku.</p> <p>2) Using the following haiku with power point presentation, students analyze the texts and try to produce their own interpretations of the poem.</p> <p>A bright red maple Whispering among green leaves: A start of new life (Iida, 2010, p. 30)</p> <p>3) Have members of the class read each poem aloud and ask students to comment on similarities they notice among them and tell you what they see descriptive words</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> – How many syllables are used in English? – How are haiku poems composed? – What is your interpretation from this haiku? – What emotion does this poet try to express in the poem? <p>4) Drawing on the students' observations and provide an outline of the main rules for writing haiku.</p> <p>5) Introduce the idea of imagery, the use of descriptive words (adjectives and verbs) to create a picture or image in the reader's mind. Discuss some devices that can be used to create haiku poetic images (e.g., metaphor, simile, personification, and word order).</p> <p>Activity 1: Brainstorming</p> <p>5) Have students brainstorm a glossary of words they might use, based on the rules and conventions of haiku poem form. Practice counting the syllables in a few practice words one at a time so students can see how one word can have more than one syllable.</p> <p>6) Students work in groups of four. The teacher guides them to write a note about the descriptive words.</p> <p>Brainstorm a list of words about each topic. Next to each word, write the number of syllables in the circle.</p> <div data-bbox="1069 246 1388 672"> <pre> graph TD D((Descriptive)) --- CA[Common Adjectives] D --- SW[Sight Words] D --- SD[Sound Words] D --- TW[Touch Words] D --- CA2[Common Adverbs] D --- TW2[Taste Words] D --- S[Smell] D --- AS[Appearance and Shape] </pre> </div>

		Procedures	
Acquiring for whilst writing: A			
Stage	Time (min)		
Draft	20	1) Have students write a haiku and adjust it to the 5-7-5 syllable pattern based on some personal experience, using at least one of the words they have brainstormed in class. 2) During the writing process the teacher goes around to encourage students to write several poems and helps the students. 3) Provide positive feedback and encouragement.	
Revising	15	1) When they are done, each student reads his/her haiku poem aloud to the rest of the group members. If the teacher decides it is a good idea, he/she may suggest the students to switch their papers and read their haiku poems aloud. 2) Have the group members give their initial comments before the writer talks about the haiku. The writer should try making changes then and there (in their notebook) to come up with new versions. Beforehand, the teacher may need to coach students in how to speak positively. Guiding speech: – “I like that image, but I don’t quite get the connection you want me to make. Can you please explain?”	
Practicing for post- writing: P			
Editing	10	1) Allow each student to discover the correct final draft of haiku poems, read it out loud in a small group. 2) When the students have completed haiku writing, use the checklist to look over what they have on their paper. This checklist will help them make any changes, if necessary. Then, they draw the reflection of their emotional and meaning of haiku poems. Example of a basic checklist: – If the haiku does not follow the 5-7-5 syllable pattern, how can you modify it? – What is a seasonal reference? – Does the content flow naturally? – Is all spelling and punctuation correct? – Can you replace weak verbs and adjectives with stronger ones? – Where is a cutting word used in the haiku?	
Sharing	10	1) The volunteer of each group read one of the most favorite haiku and their drawing in front of the class. 2) The teacher and students collaborate to jointly construct strong haiku poems that are clearly visible to all volunteers. 3) Students generate ideas, apply writing/creating processes and their new learning. 4) The teacher controls the pen/marker and scribes the students’ ideas, providing additional support through prompts, questions, and suggestions when necessary. Guiding questions: – What images and emotions were conveyed through the haiku poems? – How do you feel to share your haiku in front of the class? – What does this haiku make you think about?	

Procedures	
Stage	Time (min)
Assessing for writing outcome: A	
Evaluation	10
<p>1) The teacher use the haiku rubric and creative writing assessment to assess the final haiku with illustrations or following instructions, feedback, even grade, descriptive language, and haiku elements.</p> <p>2) Use the group performance rubric to assess how well students work together and cooperate, the way in which they create their haiku and the creativity of their final performance, as well as any extensions or optional activities that their group may have done to enhance their presentation.</p> <p>3) Use the student self-evaluation of group performance to facilitate students' evaluation of themselves and reflection on their own process.</p>	
Publishing	10
<p>The teacher leaves students freedom to negotiate what technology to use and how to publish the students' writing product including creating an illustrated book or comic strip, collection of writing, school or class newspapers, school or class magazine, or even use the ICT media in the World Web as students' blog.</p>	



Source

1. Example of Phukhaothong and Phra Abhaai Mani poems from
 - 1.1 <http://www.t5surat.ac.th>
2. Example of Haiku poems from youtube
 - 2.1 <https://www.youtube.com/watch?v=qnXY5-DJdd0>
 - 2.2 <https://www.youtube.com/watch?v=-bHxSMXU560>

Evaluation

Method	Instrument
Writing haiku poem	<ol style="list-style-type: none">1. Haiku grading checklist2. Haiku poem assessment3. Creative writing assessment



EXAMPLES OF WORKSHEET

LESSON PLAN 1

Knowledge sheet 1 **What is haiku?**

A haiku poem is a Japanese poem that is usually characterized by its unique structure—a short three-line poem typically consisting of a 5-7-5 syllable poem with a seasonal reference and a cutting word that separates haiku poems into two meaningful stanzas (Iida, 2008, 2010a, 2010b; Kimura, 2014; [Togohara & Iida, 2018](#)). A cutting “word” prompts reflection by dividing the poem into two parts; this creates an imaginative distance, although both sections remain, to some degree, independent of each other ([Togohara, 2005](#)). The cutting word can be either an actual word or a punctuation mark, such as a semicolon, a colon, or a dash.

Read each haiku, and write how many syllables are in each line.

1 Summer has faded _____
Leaves falling, gold and crimson _____
Autumn has begun _____

2 As the wind does blow _____
Across the trees, I see the _____
Buds blooming in May _____

3 Whiteness all around _____
Wind and cold and sun abound _____
Who would end this joy? _____

Name: _____ No: _____ Class: _____ M. 21

Worksheet 1: Haiku Starter

Brainstorm Words

Directions: Brainstorm a list of words about each topic. Next to each word, write the number of syllables in the circle (10 Words)

Appearance and Shape

Common Adjectives

Sight Words

Smell Words

Descriptive words

Sound Words

Taste Words

Common Adverbs

Touch Words

Name: _____ No: _____ Class: _____ M. 21

Worksheet 2: Writing Haiku Poem

Write Your Draft

Directions: Now that you have brainstormed some words about each topic, you can draft your haiku below. You do not have to use only the words from your brainstormed list, but every line will need to form either 5 or 7 syllables. Be creative!

Title: _____

Line 1 (5 syllables) _____

Line 2 (7 syllables) _____

Line 3 (5 syllables) _____

Haiku Grading Checklist: Ego Teacher Assessment

_____ Google three lines

_____ Google a pattern of 5-7-5 syllables

_____ The poetry relates seasons or how they form

_____ The poetry contains all the correct information on seasons or how they form

_____ It contains adjectives and objectives and/or descriptive language

Total number of checks _____/5

Percentage _____%

Teacher Comments: _____

Haiku Grading Checklist: Ego Peer Assessment

1. Form

_____ Google three lines

_____ Google a pattern of 5-7-5 syllables

_____ The poetry relates seasons or how they form

_____ The poetry contains all the correct information on seasons or how they form

_____ It contains adjectives and objectives and/or descriptive language

2. Content

_____ Google the integration of nature and human mind

_____ Contains personal “voice”

_____ The poetry gives readers chances to freely interpret the content

_____ The poetry uses expressions appropriate for the content

_____ The poetry amuses readers

Total number of checks _____/10

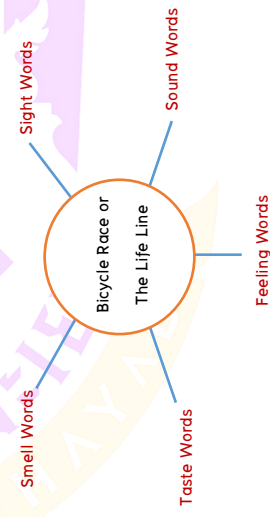
Percentage _____%

Reader's Comments: _____

LESSON PLAN 2

- Subject:** Reading and Writing II
- Time:** 2 hour
- Level:** Matthayomsuksa 2 (Grade 8)
- Content:** Descriptive writing
- Standard:** **F1.2** Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions
- F1.3** Ability to present data, information, concepts and views about various matters through speaking and writing
- Indicators:** **F1.2 Grade 8/5** Speak and write to express their own feelings and opinions about various matters around them, various activities, as well as provide brief justifications appropriately.
- F1.3 Grade 8/1 1** Speak and write to describe themselves, their daily routines, experiences and news/incidents of interest to society.
- Objectives:** By the end of the lesson, students will be able to:
1. Understand the steps of writing descriptive text.
 2. Identify elements of descriptive writing, the characteristic, social function, and the generic structure and language features of descriptive text.
 3. Use suitable words when describing an object.
 4. Write a simple descriptive written text based on the teacher explanation and from Poem as media in teaching.
 5. Develop group-work
- Language Focus:** Grammar: Word order, Descriptive words, Simple Tense
- Teaching Aids:** Microwave, a bag of popcorn, pictures, adjective brainstorming worksheet, descriptive writing outline, five pieces of paper, textbook, handouts, paper, pencil color, watercolors, markers, crayons, projectors, computer, power point presentation and active internet service

Activities

		Procedures
Stage	Time (min)	
Warm Up	5	<ol style="list-style-type: none"> 1) Allow the students to write about the descriptive words in 3 minutes. 2) The student who was the winner received a reward for the highest scores and the most amount of words.
Preparing for pre-writing: P		
Planning	20	<ol style="list-style-type: none"> 1) Divide the class in half. One group should examine the photo of Bicycle Race and the other should examine The Life Line. Do not let either group see the other's object. Have students imagine that they have entered their painting and that the painting has come to life. Instruct one student from each group to record a list of answers to the following questions: (NOTE: Compile these lists so that students can easily recall sensory details for the writing assignment that follows.) <ul style="list-style-type: none"> Guiding questions: <ul style="list-style-type: none"> - What do you see? - What do you hear? - What do you taste? - What do you smell? - What textures or temperatures do you feel? Activity 1: Brainstorming 2) Have students brainstorm a glossary of words they might use, based on the photo of Bicycle Race and the painting of The Life Line. Practice counting the syllables in a few practice words one at a time so students can see how one word can have more than one syllable. 3) Reinforce the knowledge that the words which describe the color, size, shape, and quality, of anything are known as adjective. <p>Brainstorm a list of words about each topic. Next to each word, write the number of syllables in the circle.</p>  4) Then, the teacher explains about the descriptive text. The materials are about the definition of descriptive text, the kinds of descriptive text, the generic structure and language features of an object (the definition of identification and description).

		Procedures
Acquiring for whilst writing: A		
Stage	Time (min)	
Draft	20	<ol style="list-style-type: none"> 1) Present the microwave and a bag (or two) of popcorn in class for the students to observe. Have students call out descriptive words they wrote in their list that go with each of the five senses and write on worksheet 1 under each heading. 2) Have students to record their ideas and the concept chart for a description, generate and organize sensory and spatial details that support their point, using at least one of the words they have brainstormed in class. 3) The next step, ask students to write about "Microwave Popcorn" in example outline worksheet which used as guide to describe the object in simple tense on worksheet 2. 4) During the writing process the teacher goes around encouraging students to write descriptive paragraph and helps the students with positive feedback.
Revising	15	<ol style="list-style-type: none"> 1) When they are done, each student created a paragraph that describes a character, showing—not telling about—one of the object's major characteristics. If the teacher decides it is a good idea, he/she may suggest the students to switch their papers and read aloud. 2) Have the group members give their initial comments and define a paragraph which one that included the introduction, identification, description and closing. The writer should try making changes then and write in their notebook to come up with new versions. Beforehand, the teacher may need to coach students in how to speak positively. <p>Guiding speech:</p> <ul style="list-style-type: none"> – "I think the following could be an improvement..." – "I like your paragraph, but I don't quite get the connection you take me to understand. Can you please explain?"
Practicing for post- writing: P		
Editing	10	<ol style="list-style-type: none"> 1) During editing, allow each student to take a second look at the words and sentences they used to express their ideas and fix any problems in grammar, punctuation, and sentence structure. 2) When a paragraph has been edited and finalized, students can develop their stories further, use the descriptive paragraph writing checklist to look over what they have on their paper.
Sharing	10	<ol style="list-style-type: none"> 1) The volunteer of each group show and read one of the best descriptive paragraph writing in front of the class. 2) The teacher and students collaborate to jointly construct strong descriptive paragraph writing that are clearly visible to all volunteers. 3) Students generate ideas; apply writing/creating processes and their new learning. 4) The teacher controls the pen/marker and scribes the students' ideas; providing additional support through prompts, questions, and suggestions when necessary. <p>Guiding questions:</p> <ul style="list-style-type: none"> – How do you feel to share your descriptive paragraph in front of the class? – How was the paragraph similar to or different from what they written? – Did the paragraph carry an emotional connection as well as a visual description?

		Procedures	
Stage	Time (min)		
Assessing for writing outcome: A			
Evaluation	10	1) The teacher use the descriptive paragraph writing rubric to assess the final draft with illustrations or following creative writing, descriptive language, and linguistic feature. 2) Use the group performance rubric to assess how well students work together and cooperate, the way in which they create their paragraph and the creativity of their final performance, as well as any extensions or optional activities that their group may have done to enhance their presentation. 3) Use the student self-evaluation of group performance to facilitate students' evaluation of themselves and reflection on their own process.	
Publishing	10	The teacher leaves students freedom to negotiate what technology to use and how to publish the students' writing product including creating a poster, school or class newspapers, school or class magazine, or even use the ICT media in the World Web as students' blog.	

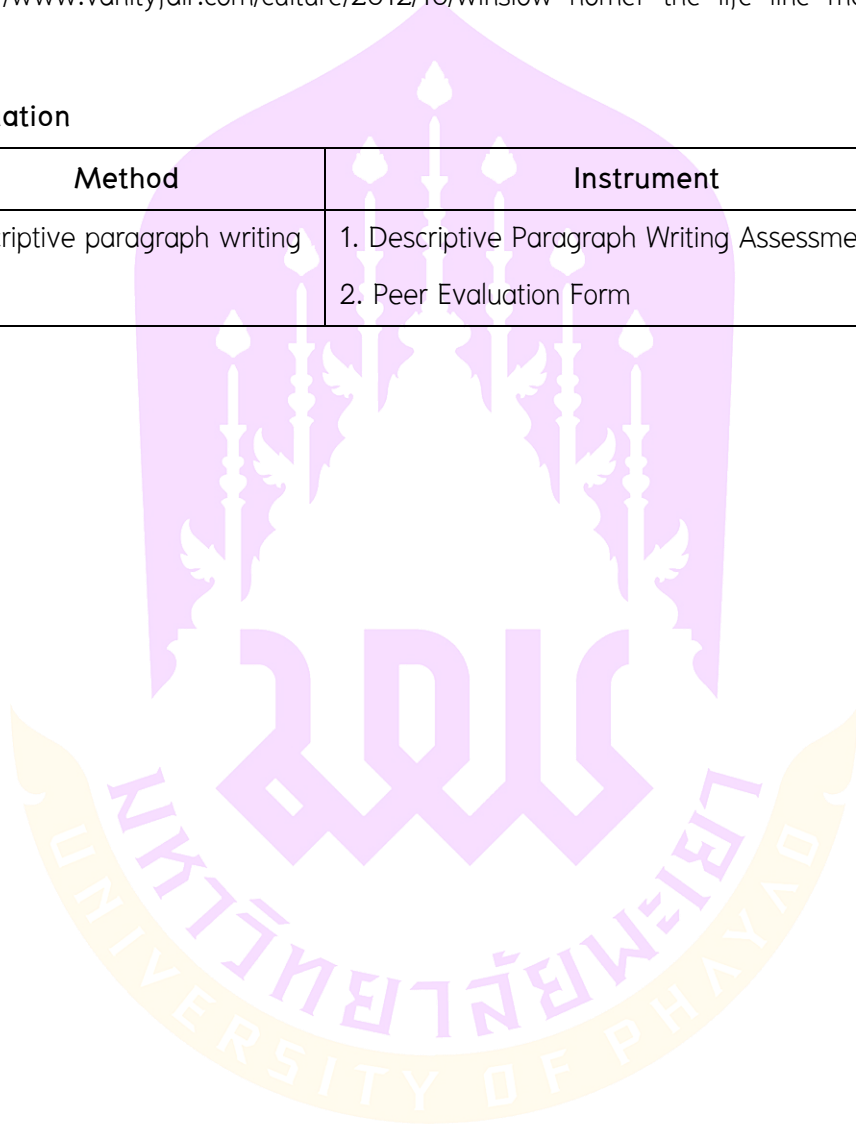


Source

1. The photo of Bicycle Race from <https://www.olympic.org/cycling-road/road-race-women>
2. The painting of Life Line by Nathaniel Philbrick, October 5, 2012 from <https://www.vanityfair.com/culture/2012/10/winslow-homer-the-life-line-meaning>


Evaluation

Method	Instrument
Descriptive paragraph writing	1. Descriptive Paragraph Writing Assessment 2. Peer Evaluation Form



EXAMPLES OF WORKSHEET

LESSON PLAN 2



Knowledge sheet 1

Descriptive text

Definition: Descriptive text or description describes a particular person, place, or thing. Its purpose is to tell about the subject by describing its features without giving personal opinions.

Kind:

- 1) Describing Place, description of place is a text that describes the place, looks, such as the condition, the situation, etc.
- 2) Describing People, description of place is a text that describes the person, looks, such as the face, body, etc.
- 3) Describing Thing, description of place is a text that describes the thing, looks, such as the condition, the function, etc.

Components:

Descriptive text has certain generic structure and language features. The generic structure consists of definition or identification and description.

- 1) Identification: the part of paragraph that introduces the character.
- 2) Description: the part of paragraph that describes the character.

Whereas, the language features consist of three things. The first one, descriptive text focuses on specific participants. The second one, descriptive text uses simple subject-verb tense. The last one, descriptive text uses adjective and adverb.

Generic Structure:

- 1) Introduction: Greeting, introducing yourself, thanking

Example: Hello! Hi! My name is...
I'd like to talk to you about someone/ something/ animal/ place
I'd like to introduce you about...
I'd like to say a few words about...

- 2) Identification: introduce their name, where they came from.

Example: She/ he is my... she/ he came from... she/ he lives in...

- 3) Description: Describe her/ his characteristics, behavior, hobby, favorite, etc.

Example: She is very beautiful, or he is very handsome, very kind, tall, intelligent, long-legged, fat, wavy-haired, etc.
Her/ his hobby is..., or she/ he likes..., etc.

Closing: Saying thanks and saying goodbye.

Language Features:

- The use of vocabulary, grammar (simple present tense), adjective or adverb/ adjective correctly.
- Spelling, punctuation, and capitalization.

This example of Descriptive Text: My cat

Identification I have a pet. It is a dog, and I call it Brownie because the color is brownish yellow.

Description Brownie is a Chinese breed. It is small, fluffy, and cute. It has got short brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Every day it eats soft food like spaghetti, fish, or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and neither fight because Brownie does not bark a lot. I treat the other animals in our house gently, and they are also good. Brownie is really a sweet and friendly animal.

Name: _____ No: _____ Class: _____ M. 27

Worksheet 1: Framing Organizer

Directions: Brainstorm a list of words about "Microwave Popcorn". Then, write 8 sentences based on the descriptive words in the box below. (10 Marks)

What is your topic?

What do you remember?

Sight	Sound	Smell	Taste	Touch

Name: _____ No: _____ Class: _____ M. 27

Worksheet 2: Writing Outline

Directions: After you have brainstormed some ideas about the topic, describe the characters of the Microwave Popcorn into a text by following the presentation headings below.

Microwave Popcorn

- I. Introduction:** Microwave popcorn appeared to our five senses while we prepared it. There were many things we could smell, see, hear, taste, and touch about popcorn.
- II. Identification:** Popcorn is a whole-grain food and represents one of the most popular snacks for people to eat in large part of the world.
- III. Description:** Popcorn is a food that comes in several varieties of size, smell, and sound.
 - A. While the popcorn was popping, we saw several things.
 - 1.
 - 2.
 - 3.
 - B. We could also smell it.
 - 1.
 - 2.
 - C. The sound of the popcorn was popping.
 - 1.
 - 2.
 - 3.
 - Taste and touch were the other senses that the popcorn offered.
 1. We put the popcorn in our mouths and tasted it.
 - 2.
 3. Finally, we felt the microwave popcorn.
- IV. Conclusion:** In summary, there are lots of ways to describe microwave popcorn with our five senses. (Insert at least two concluding sentences.)

Descriptive Paragraph Writing Assessment

Aspect	Score	Performance Description
Content (2) 20%	4	The topic is complete and describes the details related to the topic.
	3	The topic is complete and describes the details, but not related to the topic.
	2	The topic is complete and describes the details, but not related to the topic.
Organization (2) 20%	4	Identification is complete and descriptions are arranged with proper connectives.
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.
	2	Identification is not complete and descriptions are arranged with few misuse of connectives.
Grammar (2) 20%	4	Very few grammatical or agreement mistakes.
	3	Few grammatical or agreement mistakes but not affect on meaning.
	2	Number of grammatical or agreement mistakes.
Vocabulary (3) 30%	4	Effective choice of words and word form.
	3	Few misuse of vocabulary, word form, but not change the meaning.
	2	Limited range of using words and word form.
Mechanics (3) 30%	4	Very good knowledge of words, word forms, and not understandable.
	3	It uses correct spelling, punctuation, and capitalization.
	2	It has occasional errors of spelling, punctuation, and capitalization.
Spelling - Punctuation - Capitalization	3	It has occasional errors of spelling, punctuation, and capitalization.
	2	It has frequent errors of spelling, punctuation, and capitalization.
	1	It is dominated by errors of spelling, punctuation, and capitalization.

Peer Evaluation Form

Writer: _____ Evaluator: _____ Date: _____

Microwave Popcorn

Is the paper organized into four paragraphs?

Is the first paragraph the introduction?

Does the second paragraph identify popcorn?

Does the third paragraph describe the "5" senses?

Give at least one example of a descriptive word used for each of the "5" senses.

Sight: _____

Smell: _____

Sound: _____

Does the third paragraph describe the "1" sense?

Give at least one example of a descriptive word used for each of the "1" senses.

Taste: _____

Touch: _____

Is the last paragraph the conclusion?

Did the writer use at least two closing sentences?

Circle all misspelled words.

Underline any incomplete sentences and/or sentences that don't make sense.

I like this paper because _____

This paper can be improved by _____



The photo of Bicycle Race

(Topic: <https://www.olympic.org/cycling-road/mixed-road-race-women>)



The painting of Life Line by National Geographic, October 5, 2012 from <https://www.nationalgeographic.com/2012/10/05/05-10-12-life-line-meaning/>



LESSON PLAN 3

Subject:	Reading and Writing II
Time:	2 hour
Level:	Matthayomsuksa 2 (Grade 8)
Content:	Descriptive writing
Topic:	Describing daily routines
Standard:	<p>F1.2 Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions</p> <p>F1.3 Ability to present data, information, concepts and views about various matters through speaking and writing</p>
Indicators:	<p>F1.2 Grade 8/5 Speak and write to express their own feelings and opinions about various matters around them, various activities, as well as provide brief justifications appropriately.</p> <p>F1.3 Grade 8/1 1 Speak and write to describe themselves, their daily routines, experiences and news/incidents of interest to society.</p>
Objectives:	<p>By the end of the lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the steps of writing descriptive text. 2. Understand the characteristic, social function, and the generic structure and language features of descriptive text. 3. Use suitable words when describing daily routines. 4. Write a simple descriptive written text based on the teacher explanation and from haiku poem as media in teaching. 5. Develop group-work
Language Focus:	Grammar: Word order, Simple Tense, Question forms with ‘when?’, ‘What time?’
	Vocabulary: wake up, get up, eat breakfast, get dressed, leave the house, eat lunch, eat dinner, go to school, start school, go home, arrive home, watch TV, do homework, go to bed etc.

Teaching Aids: Flash cards, adjective brainstorming worksheet, descriptive writing outline, textbook, handouts, paper, pencil color, watercolors, markers, crayons, projectors, computer, power point presentation and active internet service



Activities

		Procedures
Stage	Time (min)	
Warm Up	5	<ol style="list-style-type: none"> 1) Teacher reviews daily routine vocabulary by using TPR-S style and students can guess. 2) Next, teacher presents a video clip and the daily routine flash cards to students act as in the same way. Stick them on the board as you present. The student who answered correctly received a reward for the highest scores and the most amount of words.
Preparing for pre-writing: P		
Planning	20	<ol style="list-style-type: none"> 1) The teacher reviews the students' comprehension about descriptive text (definition of descriptive text, the kinds of descriptive text, and the generic structure and language features of an object (included the definition of identification and description) by giving the daily routine pictures and questions to them one by one. <p>Guiding questions:</p> <ul style="list-style-type: none"> - What do you see? - What sounds can you hear? - How are you feeling? - What do you taste? - What do you smell? <p>Activity 1: Brainstorming</p> <ol style="list-style-type: none"> 2) Then, the teacher continues by introducing some of simple haiku poems as media (the simple haiku poems were about smartphone) and its purpose during in the treatment. Then, the teacher explained the way how to describe it and allow the students to read accurately the poem. Then, define it which one are the identification and description in Knowledge sheet 1. 3) Students brainstorm to describe mother's daily routines on Worksheet 1. 4) As a follow-up to studying this model poem, the students composed their own version, using the same grammar structure. Being exposed to the model poem generated opportunities for creativity, allowing one to see new perspectives on familiar things, expressed in quite unfamiliar ways and composed a poem reflecting their daily routines on Worksheet 2. 5) Each student exhibited a range of originality and quality in their composed haiku poems.
Acquiring for whilst writing: A		
Draft	20	<ol style="list-style-type: none"> 1) Present the example of descriptive paragraph guideline in class for the students to observe and underline the descriptive words on Knowledge sheet 2 and Knowledge sheet 3. 2) The next step, students write a paragraph about their daily routines and draw their daily routines into a text on worksheet 2. 3) During the writing process the teacher goes around encouraging students to write a paragraph about their daily routines and helps the students with positive feedback.
Revising	15	<ol style="list-style-type: none"> 1) When they finish writing their daily routines paragraph that describes a character, interesting activities and daily life. If the teacher decides it is a good idea, he/she may suggest the students to switch their papers and read aloud with classmate. 2) Have the group members give their initial comments and define a paragraph which one that included the introduction, identification, description and conclusion. The writer

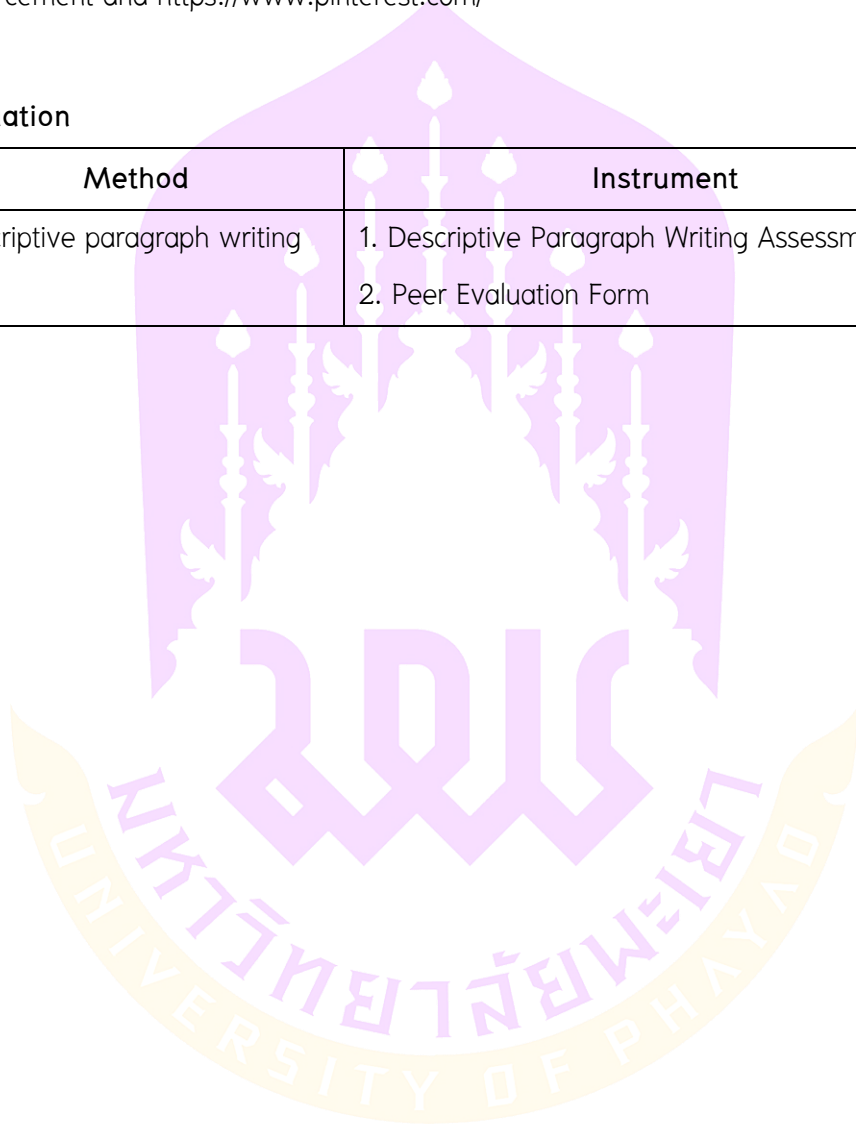
		Procedures
Stage	Time (min)	<p>should try making changes then and write in their notebook to come up with new versions. Beforehand, the teacher may need to coach students in how to speak positively.</p> <p>Gilding speech:</p> <ul style="list-style-type: none"> - "I think the following could be an improvement..." - "I like your paragraph, but I don't quite get the connection you take me to understand. Can you please explain?"
Practicing for post- writing: P		
Editing	10	<p>1) During editing, allow each student to take a second look at the words and sentences they used to express their ideas and fix any problems in grammar, punctuation, and sentence structure.</p> <p>2) When a paragraph has been edited and finalized, students can develop their daily routines further, use the descriptive paragraph writing checklist to look over what they have on their paper.</p>
Sharing	10	<p>1) The volunteer of each group show and read one of the best daily routines paragraph in front of the class.</p> <p>2) The teacher and students collaborate to jointly construct strong a daily routines paragraph that is clearly visible to all volunteers.</p> <p>3) Students generate ideas; apply writing/creating processes and their new learning.</p> <p>4) The teacher controls the pen/marker and scribes the students' ideas, providing additional support through prompts, questions, and suggestions when necessary.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> - How do you feel to share your daily routines paragraph in front of the class? - How was your daily routine similar to or different from the others? - Did the daily routines paragraph carry an emotional connection as well as a visual description?
Assessing for writing outcome: A		
Evaluation	10	<p>1) The teacher use the descriptive paragraph writing rubric to assess the final draft with illustrations or following content, organization, creative writing, understanding of haiku poem and linguistic feature.</p> <p>2) Use the group performance rubric to assess how well students work together and cooperate, the way in which they create their paragraph and the creativity of their final performance, as well as any extensions or optional activities that their group may have done to enhance their presentation.</p> <p>3) Use the student self-evaluation of group performance to facilitate students' evaluation of themselves and reflection on their own process.</p>
Publishing	10	<p>1) The teacher leaves students freedom to negotiate what technology to use and how to publish the students' writing product including creating a poster, school or class newspapers, school or class magazine, or even use the ICT media in the World Web as students' blog.</p> <p>2) Encourage the student prepared skits about their daily routines with props.</p>

Source

1. Video clip about daily routines from <https://www.youtube.com/watch?v=1n9rsD5L5NU>
2. The picture of daily routines from <https://www.parentingforbrain.com/negative-reinforcement> and <https://www.pinterest.com/>

Evaluation

Method	Instrument
Descriptive paragraph writing	1. Descriptive Paragraph Writing Assessment 2. Peer Evaluation Form



EXAMPLES OF WORKSHEET

LESSON PLAN 3

Knowledge sheet 1 **The Example of Haiku Poem**

Name: _____ No: _____ Class: M.2/_____

Directions: Read accurately the example of simple haiku poem which used as guide to describe daily routines. Then, define it which one are the identification and description.

“Betty’s daily routines” → (identification)

It’s my daily life → (description)
 I feel marvelous and great → (description)
 A loving day starts → (description)

My mom gets ready → _____
 Wakes up and get dressed quickly → _____
 Washes her face → _____

Have spicy breakfast → _____
 Hurry up to hilly school → _____
 And learn laughing class → _____

It’s time to have lunch → _____
 Keep talking to cousin and → _____
 Chat with chummy friend → _____

Doing my homework → _____
 After getting my sweet home → _____
 I’m a smart school girl → _____

Created by: _____


Worksheet 1 **Describing the daily routines**

Name: _____ No: _____ Class: M.2/_____

Directions: Describe mother’s daily routines

Topic: “My Daily Routines”

Topic: my baby



Source: <https://www.istock.com/stock-photos/146484>

Worksheet 2 **Writing Haiku Poem**

Name: _____ No: _____ Class: M.2/_____

Directions: Write a simple haiku poem which used as guide to describe daily routines. Then, define it which one are the identification and description.

Topic: “_____” (description)

Created by: _____

Knowledge sheet 2 **Example of descriptive paragraph writing form**

Introduction: _____

Example: Hello! Hi! My name is _____, I’m a student from the _____ class of _____ School.
 I’d like to talk to you about _____ (personal something).
 I’d like to introduce you about _____.
 Do you want to know _____?

Development: _____ Arrange the activities of daily routines, when or what time you do it.

Example: She gets up at _____ in the morning.
 Then she eats breakfast at _____.
 At _____ she arrives her car to the hospital.
 At _____ she goes to bed, etc.

Description: _____ Describe the parts of interesting daily routines, feelings, and why you like it.

Example: My favorite daily routines are _____.
 It sounds _____ and _____.
 I like _____ etc.

Conclusion: _____ Make general comments, feelings, and/or recommend the daily routines.

Knowledge sheet 3 **Example of descriptive paragraph writing form**

Directions: Underline the descriptive words below.

Introduction: Hi! My name is _____ I’m a smart student from the eighth class of _____ Junior High School at _____ Middle School, _____ Province. Here, I’d like to talk to you about my daily routines.

Identification: My daily life follows a very simple routine. I start my day at about half past six. I get up, go to the bathroom, take a shower, brush my teeth and get dressed. Then I have breakfast and at a half past seven I leave home and catch the bus to school. Classes begin at half past eight. I usually bring lunch at the school and eat it together with my friends after class at a quarter past five. My name there I do my class homework and sleep. I finish it half my hour before the bed. At half past seven the family had a delicious dinner together. I usually watch TV for a while after dinner and at about ten o’clock I go to bed.

Description: My favorite daily routine is learning English subject at school. I love speaking English with my class. English is fun. It sounds great and interesting. I love writing and using new words especially when doing an essay for class or a presentation. Learning more words along with the meaning enabled me to feel more comfortable using the words correctly in speaking and writing. I take English very seriously because I emphasized reading, writing and grammar. This allowed me to become a better communicator. English classes are the stepping stones to a lifetime of rewards, not only do the students help with other classes while attending school, they also build a bridge to a successful career.

Conclusion: This is in brief the description of my typical day. Every minute of my life is enjoyable to me and I am proud of it.

Worksheet 3 **Writing Outline**

Name: _____ No: _____ Class: M.2/_____

Directions: Describe your daily routine into a paragraph by following the direction needed below. Remember to include information such as what time you get up, how you feel, what you have for breakfast, and what time you leave for school or work. Also, write about how you get to school or work and if you are _____

My Daily Routines

I. Introduction: _____

II. Identification: _____

III. Description: _____

IV. Conclusion: _____

LESSON PLAN 4

- Subject :** Reading and Writing II
- Time:** 2 hour
- Level:** Matthayomsuksa 2 (Grade 8)
- Content:** Descriptive writing
- Topic:** Let's take a trip
- Standard:** **F1.2** Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions
- F1.3** Ability to present data, information, concepts and views about various matters through speaking and writing
- Indicators:** **F1.2 Grade 8/5** Speak and write to express their own feelings and opinions about various matters around them, various activities, as well as provide brief justifications appropriately.
- F1.3 Grade 8/1 1** Speak and write to describe themselves, their daily routines, experiences and news/incidents of interest to society.
- Objectives:** By the end of the lesson, students will be able to:
1. Understand the steps of writing descriptive text.
 2. Understand the characteristic, social function, and the generic structure and language features of descriptive text.
 3. Use suitable words when describing a place.
 4. Write a simple descriptive written text based on the teacher explanation and from haiku poem as media in teaching.
 5. Develop group-work
- Language Focus:** Grammar: Past Simple Tense, relative pronouns (who, which, where)
- Vocabulary: boring, busy, crowded, exciting, fascinating, isolated, modern, traditional, picturesque, noisy, quiet, polluted, clean, interesting, peaceful, wonderful, ancient, enormous, well-preserved, luxurious, misty, clacking, fuzzy, freezing

Teaching Aids: Flash cards, adjective brainstorming worksheet, descriptive writing outline, textbook, handouts, paper, pencil color, watercolors, markers, crayons, projectors, computer, power point presentation and active internet service

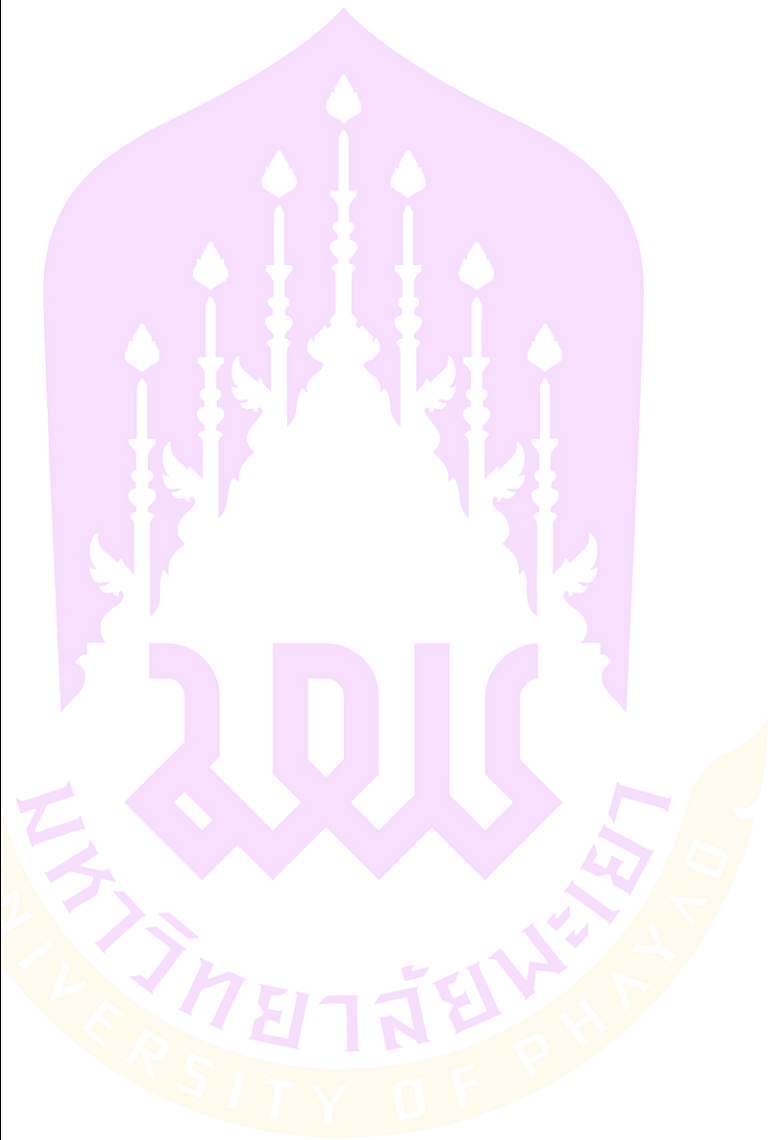


Activities

		Procedures
Stage	Time (min)	
Warm Up	5	<ol style="list-style-type: none"> 1) Teacher sticks the places flashcards and their definition on the board. Get the volunteers to match the picture with their definition of places. 2) Have students to talk about the most favorite place where they would like to go, why?
Preparing for pre-writing: P		
Planning	20	<ol style="list-style-type: none"> 1) The teacher reviews the students' comprehension about descriptive text (definition of descriptive text, the kinds of descriptive text, and the generic structure and language features of an object (included the definition of identification and description) by giving the video clip and the pictures of beautiful places. Then, ask the questions to them one by one. <p>Guiding questions:</p> <ul style="list-style-type: none"> - What do you see? - What sounds can you hear? - What things are the most pleasant to touch? - What is your favorite flavor of food? - What smells from the picture do you like or dislike? <p>Activity 1: Brainstorming</p> <ol style="list-style-type: none"> 2) Then, the teacher continues by introducing some of simple haiku poems as media (the simple haiku poems were about the place) and its purpose during in the treatment. Then, the teacher explained the way how to describe it and allow the students to read accurately the poem. 3) Students brainstorm to describe the tourist attraction on Worksheet 1. 4) As a follow-up to studying this model poem, the students composed their own version, using the same grammar structure. Being exposed to the model poem generated opportunities for creativity, allowing one to see new perspectives on familiar things, expressed in quite unfamiliar ways and composed a poem reflecting their favorite place on Worksheet 2. 5) Each student exhibited a range of originality and quality in their composed haiku poems.
Acquiring for whilst writing: A		
Draft	20	<ol style="list-style-type: none"> 1) Present the example of descriptive paragraph guideline in class for the students to observe and underline the descriptive words on the Knowledge sheet 2 and Knowledge sheet 3. 2) The next step, students write a paragraph about a time they traveled to another city or country. Then, draw a picture or stick the photo into a text on worksheet 2. 3) During the writing process the teacher goes around encouraging students to write a paragraph about the place and helps them with positive feedback.

		Procedures
Stage	Time (min)	
Revising	15	<p>1) When they finish writing a paragraph about the place that describes a description, identification, characteristics of a place and interesting landmark. If the teacher decides it is a good idea, he/she may suggest the students to switch their papers and read aloud with classmate.</p> <p>2) Have the group members give their initial comments and define a paragraph which one that included the introduction, description and conclusion. The writer should try making changes then and write in their notebook to come up with new versions. Beforehand, the teacher may need to coach students in how to speak positively.</p> <p>Guiding speech:</p> <ul style="list-style-type: none"> - "I think the following could be an improvement..." - "I like your paragraph, but I don't quite get the connection you take me to understand. Can you please explain?"
Practicing for post- writing: P		
Editing	10	<p>1) During editing, allow each student to take a second look at the words and sentences they used to express their ideas and fix any problems in grammar, punctuation, and sentence structure.</p> <p>2) When a paragraph has been edited and finalized, students can develop the paragraph about the place further, use the descriptive paragraph writing checklist to look over what they have on their paper.</p>
Sharing	10	<p>1) The volunteer of each group show and read one of the best paragraphs about place in front of the class.</p> <p>2) The teacher and students collaborate to jointly construct a strong paragraph about place that are clearly visible to all volunteers.</p> <p>3) Students generate ideas; apply writing/creating processes and their new learning.</p> <p>4) The teacher controls the pen/marker and scribes the students' ideas, providing additional support through prompts, questions, and suggestions when necessary.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> - How do you feel to share a paragraph about a time you traveled to another city or country in front of the class? - How was your place where you travel similar to or different from the others? - Did the paragraph about the place carry an emotional connection as well as a visual description?
Assessing for writing outcome: A		
Evaluation	10	<p>1) The teacher use the descriptive paragraph writing rubric to assess the final draft with illustrations or following content, organization, creative writing, understanding of haiku poem and linguistic feature.</p> <p>2) Use the group performance rubric to assess how well students work together and cooperate, the way in which they create their paragraph and the creativity of their final performance, as well as any extensions or optional activities that their group may have done to enhance their presentation.</p> <p>3) Use the student self-evaluation of group performance to facilitate students' evaluation of themselves and reflection on their own process.</p>

Stage	Time (min)	Procedures
Publishing	10	<p>1) The teacher leaves students freedom to negotiate what technology to use and how to publish the students' writing product including creating a brochure, poster, school or class newspapers, school or class magazine, or even use the ICT media in the World Web as students' blog, and so on.</p> <p>2) Encourage the students prepared the exhibition about their favorite place with props in classroom.</p>

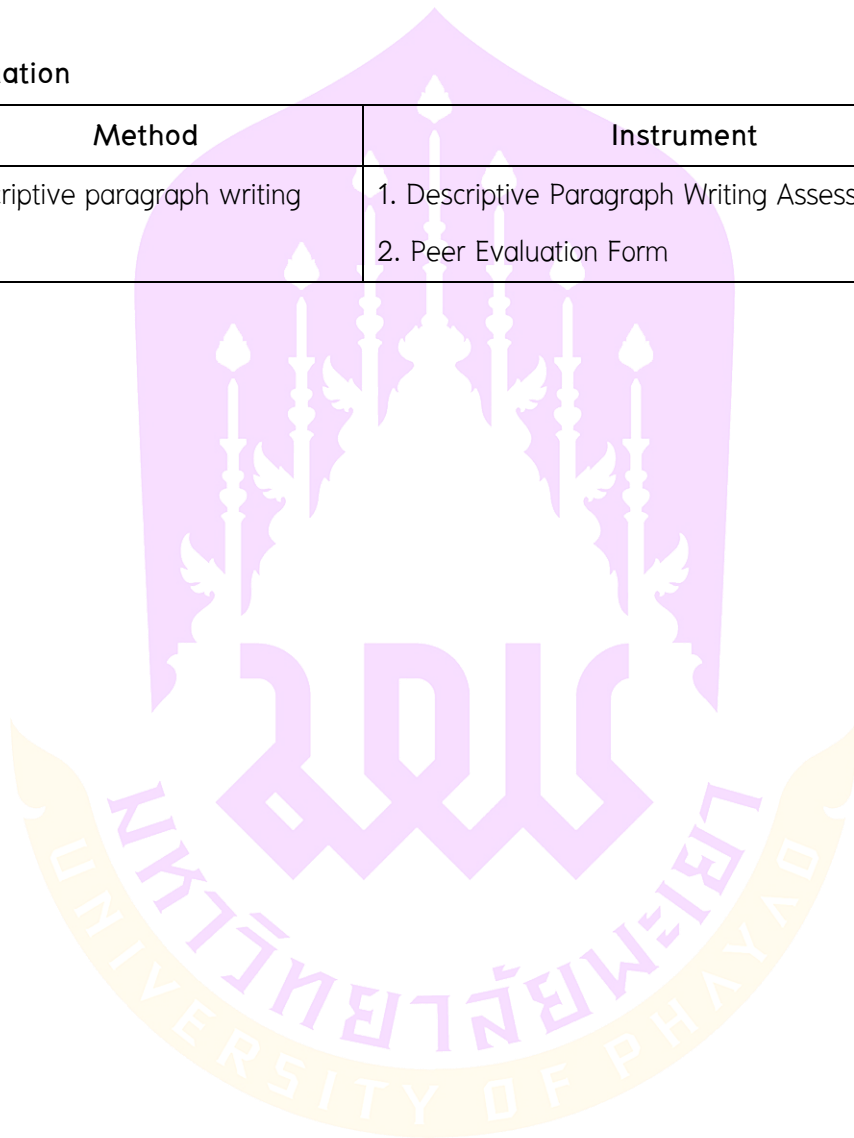


Source

1. Video clip about travel from <https://www.youtube.com/watch?v=R3VMW6fxK6Y>
2. The picture of places from <https://schilthorn.ch/en/Company/Images?id=27> and <https://travel.mthai.com/world-travel/101740.html>

Evaluation

Method	Instrument
Descriptive paragraph writing	1. Descriptive Paragraph Writing Assessment 2. Peer Evaluation Form



LESSON PLAN 5

- Subject:** Reading and Writing II
- Time:** 2 hour
- Level:** Matthayomsuksa 2 (Grade 8)
- Content:** Descriptive writing
- Topic:** The world of technology
- Standard:** **F1.2** Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions
F1.3 Ability to present data, information, concepts and views about various matters through speaking and writing
- Indicators:** **F1.2 Grade 8/5** Speak and write to express their own feelings and opinions about various matters around them, various activities, as well as provide brief justifications appropriately.
F1.3 Grade 8/1 1 Speak and write to describe themselves, their daily routines, experiences and news/incidents of interest to society.
- Objectives:** By the end of the lesson, students will be able to:
1. Understand the steps of writing descriptive text.
 2. Understand the characteristic, social function, and the generic structure and language features of descriptive text.
 3. Use suitable words when describing an object.
 4. Write a simple descriptive written text based on the teacher explanation and from haiku poem as media in teaching.
 5. Develop group-work

Language Focus: Grammar: Past Simple Tense, Comparative and Superlative

Vocabulary: special, allow, communicate, browse, innovative, features, social media, smartphone, navigation, transition, light up, shining, function, beeping, invention, convenient, advancement, improperly, relationship, integral, lightweight, gorgeous, hassle

Teaching Aids: Flash cards, adjective brainstorming worksheet, descriptive writing outline, textbook, haiku poems, handouts, paper, pencil color, watercolors, markers, crayons, projectors, computer, power point presentation and active internet service



Activities

		Procedures
Stage	Time (min)	
Warm Up	5	<p>1) Write the words 'What am I?' on the board. Read out the following clues one at a time and tell students to write down what they think the item is that you are describing after each clue (they can guess if they are not sure). At the end, find out which student guessed correctly first.</p> <p>Clues:</p> <ul style="list-style-type: none"> - Almost everyone has one these days - I am usually in your pocket or your bag - I can connect you to other people - You can use me to do many different things - I can make phone calls <p>(answer: mobile phone!)</p> <p>2) Teacher and students talk about smartphone. Then, show the pictures of smartphone and ask some questions.</p> <p>Guiding questions:</p> <ol style="list-style-type: none"> 1) Do you have a smartphone? 2) Are you addicted to your phone? 3) What kind of smartphone do you like best? Why? 4) How much time do you spend using a smartphone each day? 5) Do you think mobile phones in the future will be smaller or bigger? Why?
Preparing for pre-writing: P		
Planning	20	<p>1) The teacher reviews the students' comprehension about descriptive text (definition of descriptive text, the kinds of descriptive text, and the generic structure and language features of an object (included the definition of identification and description) by giving the video clip and ask the questions to them one by one.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> - What are the similar to or different between the smartphone in the past and nowadays? - What sounds can you hear? - How do you feel when you use it? - What are the characteristic features of the smartphone?

		Procedures
Stage	Time (min)	<p>Activity 1: Brainstorming</p> <p>2) Then, the teacher continues by introducing some of simple haiku poems as media (the simple haiku poems were about smartphone) and its purpose during in the treatment. Then, the teacher explained the way how to describe it and allow the students to read accurately the poem. Then, define it which one are the identification and description in Knowledge sheet 1.</p> <p>3) Students brainstorm to identify the characters (physical appearance) and describe the smartphone on Worksheet 1.</p> <p>4) As a follow-up to studying this model poem, the students composed their own version, using the same grammar structure. Being exposed to the model poem generated opportunities for creativity, allowing one to see new perspectives on familiar things, expressed in quite unfamiliar ways and composed a poem reflecting their smartphone on Worksheet 2.</p> <p>5) Each student exhibited a range of originality and quality in their composed haiku poems.</p>
Acquiring for whilst writing: A		
Draft	20	<p>1) Present the example of descriptive paragraph guideline in class for the students to observe and underline the descriptive words on the Knowledge sheet 2 and Knowledge sheet 3.</p> <p>2) The next step, students write a paragraph about a smartphone. Then, draw a picture or stick the photo into a text on Worksheet 3.</p> <p>3) During the writing process the teacher goes around encouraging students to write a paragraph about the smartphone and helps them with positive feedback.</p>
Revising	15	<p>1) When they finish writing a paragraph about the smartphone that describes a description, identification, and characteristics of smartphone. If the teacher decides it is a good idea, he/she may suggest the students to switch their papers and read aloud with classmate.</p> <p>2) Have the group members give their initial comments and define a paragraph which one that included the introduction, description and conclusion. The writer should try making changes then and write in their notebook to come up with new versions. Beforehand, the teacher may need to coach students in how to speak positively.</p>
Gilding speech:		
<p>– “I think the following could be an improvement...”</p> <p>– “I like your paragraph, but I don’t quite get the connection you take me to understand. Can you please explain?”</p>		
Practicing for post- writing: P		
Editing	10	<p>1) During editing, allow each student to take a second look at the words and sentences they used to express their ideas and fix any problems in grammar, punctuation, and sentence structure.</p> <p>2) When a paragraph has been edited and finalized, students can develop the paragraph about the place further, use the descriptive paragraph writing checklist to look over what they have on their paper.</p>

Stage	Time (min)	Procedures
Sharing	10	1) The volunteer of each group show and read one of the best paragraphs about place in front of the class. 2) The teacher and students collaborate to jointly construct a strong paragraph about place that is clearly visible to all volunteers. 3) Students generate ideas; apply writing/creating processes and their new learning. 4) The teacher controls the pen/marker and scribes the students' ideas, providing additional support through prompts, questions, and suggestions when necessary. Guiding questions: <ul style="list-style-type: none"> - How do you feel to share a paragraph about a smartphone in front of the class? - How was your smartphone similar to or different from the others? - What are the advantages of using a smartphone? - What are the characteristics features of smartphone?
Assessing for writing outcome: A		
Evaluation	10	1) The teacher use the descriptive paragraph writing rubric to assess the final draft with illustrations or following content, organization, creative writing, understanding of haiku poem and linguistic feature. 2) Use the group performance rubric to assess how well students work together and cooperate, the way in which they create their paragraph and the creativity of their final performance, as well as any extensions or optional activities that their group may have done to enhance their presentation. 3) Use the student self-evaluation of group performance to facilitate students' evaluation of themselves and reflection on their own process.
Publishing	10	1) The teacher leaves students freedom to negotiate what technology to use and how to publish the students' writing product including creating a smartphone advertisement, poster, school or class newspapers, school or class magazine, or even use the ICT media in the World Web as students' blog, and so on. 2) Encourage the students perform the role play about smartphone advertisement and sell a smartphone with props in classroom.

Source

1. Video clip about smartphone from
<https://www.youtube.com/watch?v=cnXapYkboRQ> and
https://www.youtube.com/watch?v=0h4_sJbnRsl
2. The picture of smartphones from
<https://www.iphone-droid.net/new-smartphones-in-march-2020/> and
<https://fortune.com/2016/03/22/next-big-innovation-smartphones/>

Evaluation

Method	Instrument
Descriptive paragraph writing	1. Descriptive Paragraph Writing Assessment 2. Peer Evaluation Form



LESSON PLAN 6

Subject:	Reading and Writing II
Time:	2 hour
Level:	Matthayomsuksa 2 (Grade 8)
Content:	Descriptive writing
Topic:	I like shopping
Standard:	<p>F1.2 Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions</p> <p>F1.3 Ability to present data, information, concepts and views about various matters through speaking and writing</p>
Indicators:	<p>F1.2 Grade 8/5 Speak and write to express their own feelings and opinions about various matters around them, various activities, as well as provide brief justifications appropriately.</p> <p>F1.3 Grade 8/1 1 Speak and write to describe themselves, their daily routines, experiences and news/incidents of interest to society.</p>
Objectives:	<p>By the end of the lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the steps of writing descriptive text. 2. Understand the characteristic, social function, and the generic structure and language features of descriptive text. 3. Use suitable words when describing an object and place. 4. Write a simple descriptive written text based on the teacher explanation and from haiku poem as media in teaching. 5. Develop group-work
Language Focus:	<p>Grammar: Describing places, expressing simple comparisons and expressing likes and dislikes.</p> <p>Vocabulary: tumultuous, convenient, purchase, vandalism, comfortable, attractive, architectural, reinforced, reasonable, destination, crowd, gigantic, enveloping, occurrence, scheme, landmark</p>

Teaching Aids: Flash cards, adjective brainstorming worksheet, video clip, descriptive writing outline, textbook, handouts, paper, pencil color, watercolors, markers, crayons, projectors, computer, power point presentation and active internet service



Activities

Stage	Time (min)	Procedures
Warm Up	5	<p>1) Teacher show the video and pictures of shopping mall and ask the students some questions.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> - Where is it? - What can you see in the picture? - How often do you go there? - What would you like to buy something from there? <p>2) Teacher and students brainstorm to write the words are related to shopping on the board.</p>
Preparing for pre-writing: P		
Planning	20	<p>1) The teacher reviews the students' comprehension about descriptive text (definition of descriptive text, the kinds of descriptive text, and the generic structure and language features of an object (included the definition of identification and description) by giving the video clip and ask the questions to them one by one.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> - How often do you make an online purchase? - How do you feel when you go shopping? - What benefits do you get from shopping at the mall and online purchase? - What are the similar to or different from shopping at the mall and online purchase? <p>Activity 1: Brainstorming</p> <p>2) Then, the teacher continues by introducing some of simple haiku poems as media (the simple haiku poems were about shopping) and its purpose during in the treatment. Then, the teacher explained the way how to describe it and allow the students to read accurately the poem. Then, define it which one are the identification and description in Knowledge sheet 1.</p> <p>3) Students brainstorm to describe the shopping mall on Worksheet 1.</p> <p>4) As a follow-up to studying this model poem, the students composed their own version, using the same grammar structure. Being exposed to the model poem generated opportunities for creativity, allowing one to see new perspectives on familiar things, expressed in quite unfamiliar ways and composed a poem reflecting their favorite goods or shopping center on Worksheet 2.</p> <p>5) Each student exhibited a range of originality and quality in their composed haiku poems.</p>

		Procedures
Acquiring for whilst writing: A		
Stage	Time (min)	
Draft	20	<ol style="list-style-type: none"> 1) Present the example of descriptive paragraph guideline in class for the students to observe and underline the descriptive words on the Knowledge sheet 2 and Knowledge sheet 3. 2) The next step, students write a paragraph about their favorite shopping list. Then, draw a picture or stick the photo into a text on Worksheet 3. 3) During the writing process the teacher goes around to encourage students to write a paragraph about the shopping mall and helps them with positive feedback.
Revising	15	<ol style="list-style-type: none"> 1) When they finish writing a paragraph about their favorite shopping list that describes a description, identification, and characteristics of shopping list. If the teacher decides it is a good idea, he/she may suggest the students to switch their papers and read aloud with classmate. 2) Have the group members give their initial comments and define a paragraph which one that included the introduction, description and conclusion. The writer should try making changes then and write in their notebook to come up with new versions. Beforehand, the teacher may need to coach students in how to speak positively. <p>Gilding speech:</p> <ul style="list-style-type: none"> - "I think the following could be an improvement..." - "I like your paragraph, but I don't quite get the connection you take me to understand. Can you please explain?"
Practicing for post-writing: P		
Editing	10	<ol style="list-style-type: none"> 1) During editing, allow each student to take a second look at the words and sentences they used to express their ideas and fix any problems in grammar, punctuation, and sentence structure. 2) When a paragraph has been edited and finalized, students can develop the paragraph about their favorite shopping list further, use the descriptive paragraph writing checklist to look over what they have on their paper.
Sharing	10	<ol style="list-style-type: none"> 1) The volunteer of each group show and read one of the best paragraphs about their favorite shopping list in front of the class. 2) The teacher and students collaborate to jointly construct a strong paragraph about their favorite shopping list that are clearly visible to all volunteers. 3) Students generate ideas; apply writing/creating processes and their new learning. 4) The teacher controls the pen/marker and scribes the students' ideas, providing additional support through prompts, questions, and suggestions when necessary. <p>Guiding questions:</p> <ul style="list-style-type: none"> - How do you feel to share a paragraph about their favorite shopping list in front of the class? - How was your favorite shopping list similar to or different from the others? - What kinds of favorite shopping list do you purchase? - What are the characteristics features of your favorite shopping list?

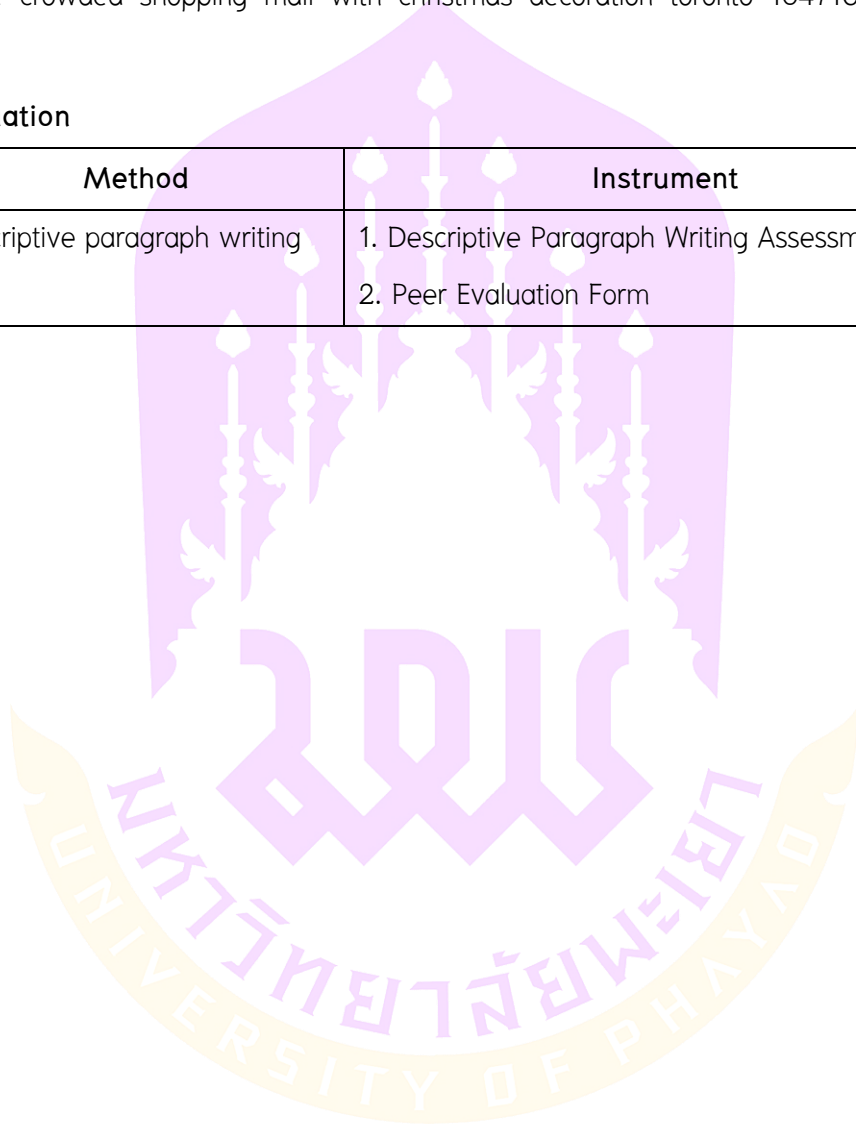
Procedures	
Stage	Time (min)
Assessing for writing outcome: A	
Evaluation	10
<p>1) The teacher use the descriptive paragraph writing rubric to assess the final draft with illustrations or following content, organization, creative writing, understanding of haiku poem and linguistic feature.</p> <p>2) Use the group performance rubric to assess how well students work together and cooperate, the way in which they create their paragraph and the creativity of their final performance, as well as any extensions or optional activities that their group may have done to enhance their presentation.</p> <p>3) Use the student self-evaluation of group performance to facilitate students' evaluation of themselves and reflection on their own process.</p>	
Publishing	10
<p>1) The teacher leaves students freedom to negotiate what technology to use and how to publish the students' writing product including creating goods advertisement, poster, school or class newspapers, school or class magazine, or even use the ICT media in the World Web as students' blog, and so on.</p> <p>2) Encourage the students perform the role play about goods advertisement and sell some goods with props in classroom.</p>	

Source

1. Video clip about shopping mall from
<https://www.youtube.com/watch?v=KALprqlwd-M>
2. The picture of shopping mall from <https://www.alamy.com/stock-photo-eaton-centre-crowded-shopping-mall-with-christmas-decoration-toronto-104716268.html>

Evaluation

Method	Instrument
Descriptive paragraph writing	1. Descriptive Paragraph Writing Assessment 2. Peer Evaluation Form



LESSON PLAN 7

- Subject:** Reading and Writing II
- Time:** 2 hour
- Level:** Matthayomsuksa 2 (Grade 8)
- Content:** Descriptive writing
- Topic:** Interesting Local Festival
- Standard:** **F1.2** Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions
- F1.3** Ability to present data, information, concepts and views about various matters through speaking and writing
- Indicators:** **F1.2 Grade 8/5** Speak and write to express their own feelings and opinions about various matters around them, various activities, as well as provide brief justifications appropriately.
- F1.3 Grade 8/1 1** Speak and write to describe themselves, their daily routines, experiences and news/incidents of interest to society.
- Objectives:** By the end of the lesson, students will be able to:
1. Understand the steps of writing descriptive text.
 2. Understand the characteristic, social function, and the generic structure and language features of descriptive text.
 3. Use suitable words when describing an object and place.
 4. Write a simple descriptive written text based on the teacher explanation and from haiku poem as media in teaching.
 5. Develop group-work
- Language Focus:** Grammar: Describing interesting local festival, expressing feeling
- Vocabulary: harvest, blessing, Ferris wheel, valuable, agricultural, entertaining, unique, Buddhist, granary, vendors, stuffed, carnival, hawkers, hustle and bustle, amused, gestures, making merit, reasonable, convenience, attractive, destination

Teaching Aids: Flash cards, adjective brainstorming worksheet, video clip, descriptive writing outline, textbook, handouts, paper, pencil color, watercolors, markers, crayons, projectors, computer, power point presentation and active internet service



Activities

		Procedures
Stage	Time (min)	
Warm Up	5	<p>1) Show some pictures described the festival and encourage the students to describe what he or she can see in the photographs. Then, ask the students some questions.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> - What is the festival? - What can you see in the picture? - What happens in the festival? - When is this celebration? - What is your favourite festival? - How do you and your family celebrate it? <p>2) Teacher and students brainstorm to write the words are related to festivals on the board. Elicit as much vocabulary as possible.</p>
Preparing for pre-writing: P		
Planning	20	<p>1) The teacher reviews the students' comprehension about descriptive text (definition of descriptive text, the kinds of descriptive text, and the generic structure and language features of an object (included the definition of identification and description) by giving the video clip and encourage students to tell you about an important festival or celebration in his or her own country.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> - What do you know about?? - How do you feel when you celebrate? - What benefits do you get from shopping at the mall and online purchase? - What are the similar to or different from your festival? - Which festival they would like to see most and why? <p>Activity 1: Brainstorming</p> <p>2) Then, the teacher continues by introducing some of simple haiku poems as media (the simple haiku poems were about shopping and its purpose during in the treatment. Then, the teacher explained the way how to describe it and allow the students to read accurately the poem. Then, define it which one are the identification and description in Knowledge sheet 1.</p> <p>3) Students brainstorm to describe the festivals on Worksheet 1.</p>

Procedures	
Stage	Time (min)
	<p>4) As a follow-up to studying this model poem, the students composed their own version, using the same grammar structure. Being exposed to the model poem generated opportunities for creativity, allowing one to see new perspectives on familiar things, expressed in quite unfamiliar ways and composed a poem reflecting their favorite goods or shopping center on Worksheet 2.</p> <p>5) Each student exhibited a range of originality and quality in their composed haiku poems.</p>
Acquiring for whilst writing: A	
Draft	20
	<p>1) Present the example of descriptive paragraph guideline in class for the students to observe and underline the descriptive words on the Knowledge sheet 2 and Knowledge sheet 3.</p> <p>2) The next step, students write a paragraph about their favorite festival. Then, draw a picture or stick the photo into a text on Worksheet 3.</p> <p>3) During the writing process the teacher goes around encouraging students to write a paragraph about the festival and helps them with positive feedback.</p>
Revising	15
	<p>1) When they finish writing a paragraph about their favorite festival that describes a description, identification, and characteristics of festival. If the teacher decides it is a good idea, he/she may suggest the students to switch their papers and read aloud with classmate.</p> <p>2) Have the group members give their initial comments and define a paragraph which one that included the introduction, description and conclusion. The writer should try making changes then and write in their notebook to come up with new versions. Beforehand, the teacher may need to coach students in how to speak positively.</p> <p>Gilding speech:</p> <p>- "I think the following could be an improvement..."</p> <p>- "I like your paragraph, but I don't quite get the connection you take me to understand. Can you please explain?"</p>
Practicing for post- writing: P	
Editing	10
	<p>1) During editing, allow each student to take a second look at the words and sentences they used to express their ideas and fix any problems in grammar, punctuation, and sentence structure.</p> <p>2) When a paragraph has been edited and finalized, students can develop the paragraph about their favorite shopping list further, use the descriptive paragraph writing checklist to look over what they have on their paper.</p>
Sharing	10
	<p>1) The volunteer of each group show and read one of the best paragraphs about their favorite festival in front of the class.</p> <p>2) The teacher and students collaborate to jointly construct a strong paragraph about their favorite festival that is clearly visible to all volunteers.</p> <p>3) Students generate ideas; apply writing/creating processes and their new learning.</p> <p>4) The teacher controls the pen/marker and scribes the students' ideas, providing additional support through prompts, questions, and suggestions when necessary.</p>

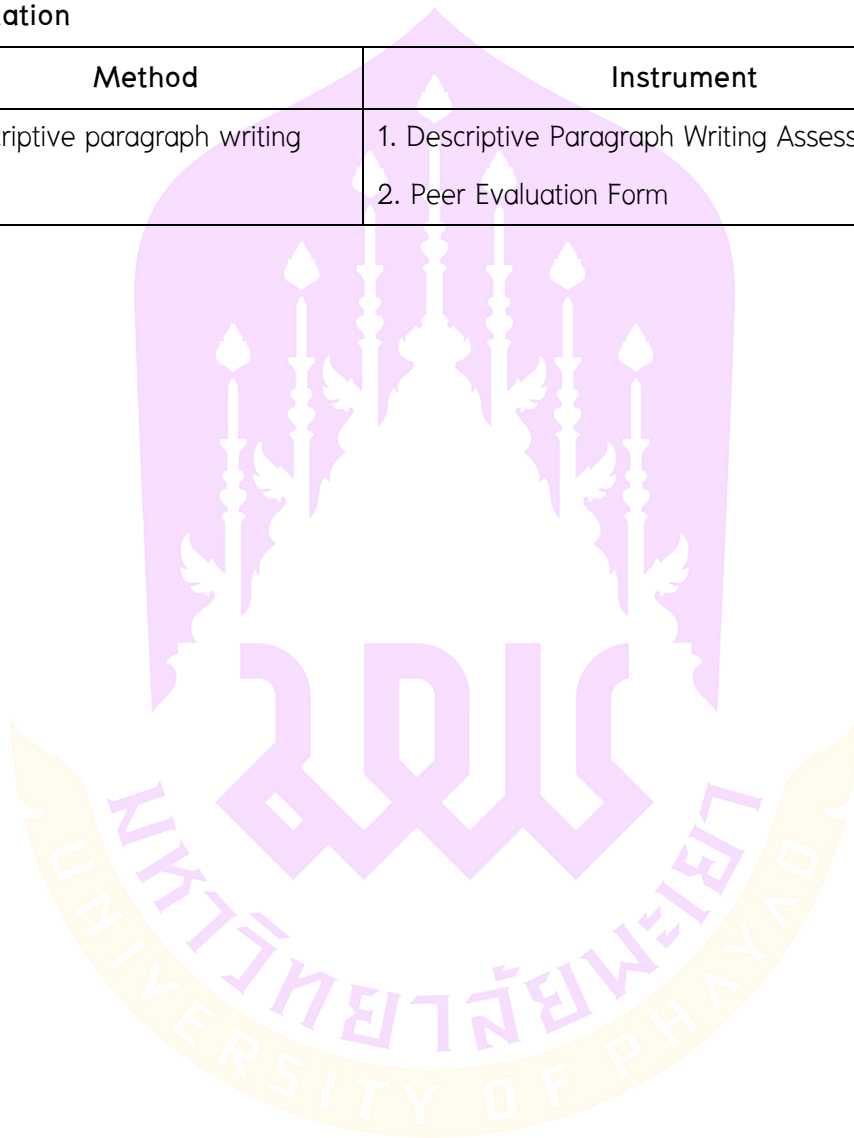
		Procedures
Stage	Time (min)	<p>Guiding questions:</p> <ul style="list-style-type: none"> - How do you feel to share a paragraph about their favorite festival in front of the class? - How was your favorite festival similar to or different from the others? - What kinds of favorite festival would you like to join? - What are the characteristics features of your favorite festival?
Assessing for writing outcome: A		
Evaluation	10	<p>1) The teacher use the descriptive paragraph writing rubric to assess the final draft with illustrations or following content, organization, creative writing, understanding of haiku poem and linguistic feature.</p> <p>2) Use the group performance rubric to assess how well students work together and cooperate, the way in which they create their paragraph and the creativity of their final performance, as well as any extensions or optional activities that their group may have done to enhance their presentation.</p> <p>3) Use the student self-evaluation of group performance to facilitate students' evaluation of themselves and reflection on their own process.</p>
Publishing	10	<p>1) The teacher leaves students freedom to negotiate what technology to use and how to publish the students' writing product including creating brochure, poster, school or class newspapers, school or class magazine, or even use the ICT media in the World Web as students' blog, and so on.</p> <p>2) Encourage the students display their exhibition about interesting festival with props in classroom.</p>

Source

The picture of Wat Prathaensilaart Fair from <https://www.facebook.com/ut24hrs/posts/2703751863015781/>

Evaluation

Method	Instrument
Descriptive paragraph writing	1. Descriptive Paragraph Writing Assessment 2. Peer Evaluation Form



LESSON PLAN 8

Subject:	Reading and Writing II
Time:	2 hour
Level:	Matthayomsuksa 2 (Grade 8)
Content:	Descriptive writing
Topic:	Environment
Standard:	<p>F1.2 Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions</p> <p>F1.3 Ability to present data, information, concepts and views about various matters through speaking and writing</p>
Indicators:	<p>F1.2 Grade 8/5 Speak and write to express their own feelings and opinions about various matters around them, various activities, as well as provide brief justifications appropriately.</p> <p>F1.3 Grade 8/1 1 Speak and write to describe themselves, their daily routines, experiences and news/incidents of interest to society.</p>
Objectives:	<p>By the end of the lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the steps of writing descriptive text. 2. Understand the characteristic, social function, and the generic structure and language features of descriptive text. 3. Use suitable words when describing an object and place. 4. Write a simple descriptive written text based on the teacher explanation and from haiku poem as media in teaching. 5. Develop group-work
Language Focus:	<p>Grammar: Describing the environment, expressing feeling</p> <p>Vocabulary: garbage, plastic bag, toxic, reuse, reduce, recycle, integral, locate, jungle, building, pollution, construct, furnish, scenic, instrument, delightful, decorative, possess, bright, curricular, organic, journey, hustle, bustle, crucial, environment, emotionally, academically, relationship</p>

Teaching Aids: Flash cards, adjective brainstorming worksheet, video clip, descriptive writing outline, textbook, handouts, paper, pencil color, watercolors, markers, crayons, projectors, computer, power point presentation and active internet service



Activities

		Procedures
Stage	Time (min)	
Warm Up	5	<p>1) Show some pictures described the environment around the village near the school and encourage the students to describe what he or she can see in the photographs. Then, ask the students some questions.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> - What can you see in this picture? - What do you think about our village, is it clean or dirty? - What is the most favorite zone around the village near the school? - How do you feel about this picture? <p>2) Teacher and students brainstorm to write the words are related to festivals on the board. Elicit as much vocabulary as possible.</p>
Preparing for pre-writing: P		
Planning	20	<p>1) The teacher reviews the students' comprehension about descriptive text (definition of descriptive text, the kinds of descriptive text, and the generic structure and language features of an object included the definition of identification and description) by giving the video clip and encourage the students to tell about the school environment.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> - What have you learned about the video clip? - How do you feel about the school environment? - What do you think about the school, is it clean or dirty? - What are the similar to or different from your school? - Which kind of the school environment do you like most? <p>Activity 1: Brainstorming</p> <p>2) Then, the teacher continues by introducing some of simple haiku poems as media (the simple haiku poems were about school environment and its purpose during in the treatment. Then, the teacher explained the way how to describe it and allow the students to read accurately the poem. Then, define it which one are the identification and description in Knowledge sheet 1.</p> <p>3) Students brainstorm to describe the school environment by surveying around the school on Worksheet 1.</p> <p>4) As a follow-up to studying this model poem, the students composed their own version, using the same grammar structure. Being exposed to the model poem generated opportunities for creativity, allowing one to see new perspectives on familiar things, expressed in quite unfamiliar ways and composed a poem reflecting their favorite goods or shopping center on Worksheet 2.</p>

		Procedures
Stage	Time (min)	
5) Each student exhibited a range of originality and quality in their composed haiku poems.		
Acquiring for whilst writing: A		
Draft	20	<p>1) Present the example of descriptive paragraph guideline in class for the students to observe and underline the descriptive words on the Knowledge sheet 2 and Knowledge sheet 3.</p> <p>2) The next step, students write a paragraph about the school environment. Then, draw a picture or stick the photo into a text on Worksheet 3.</p> <p>3) During the writing process the teacher goes around encouraging students to write a paragraph about the school environment and helps them with positive feedback.</p>
Revising	15	<p>1) When they finish writing a paragraph about the school environment that describes a description, identification, and characteristics of school environment. If the teacher decides it is a good idea, he/she may suggest the students to switch their papers and read aloud with classmate.</p> <p>2) Have the group members give their initial comments and define a paragraph which one that included the introduction, description and conclusion. The writer should try making changes then and write in their notebook to come up with new versions. Beforehand, the teacher may need to coach students in how to speak positively.</p> <p>Gilding speech:</p> <ul style="list-style-type: none"> - "I think the following could be an improvement..." - "I like your paragraph, but I don't quite get the connection you take me to understand. Can you please explain?"
Practicing for post- writing: P		
Editing	10	<p>1) During editing, allow each student to take a second look at the words and sentences they used to express their ideas and fix any problems in grammar, punctuation, and sentence structure.</p> <p>2) When a paragraph has been edited and finalized, students can develop the paragraph about their favorite shopping list further, use the descriptive paragraph writing checklist to look over what they have on their paper.</p>
Sharing	10	<p>1) The volunteer of each group show and read one of the best paragraphs about the school environment in front of the class.</p> <p>2) The teacher and students collaborate to jointly construct a strong paragraph about their school environment that is clearly visible to all volunteers.</p> <p>3) Students generate ideas; apply writing/creating processes and their new learning.</p> <p>4) The teacher controls the pen/marker and scribes the students' ideas, providing additional support through prompts, questions, and suggestions when necessary.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> - How do you feel to share a paragraph about your school environment in front of the class? - How was your school environment similar to or different from the others? - What kinds of the future school environment do you like?

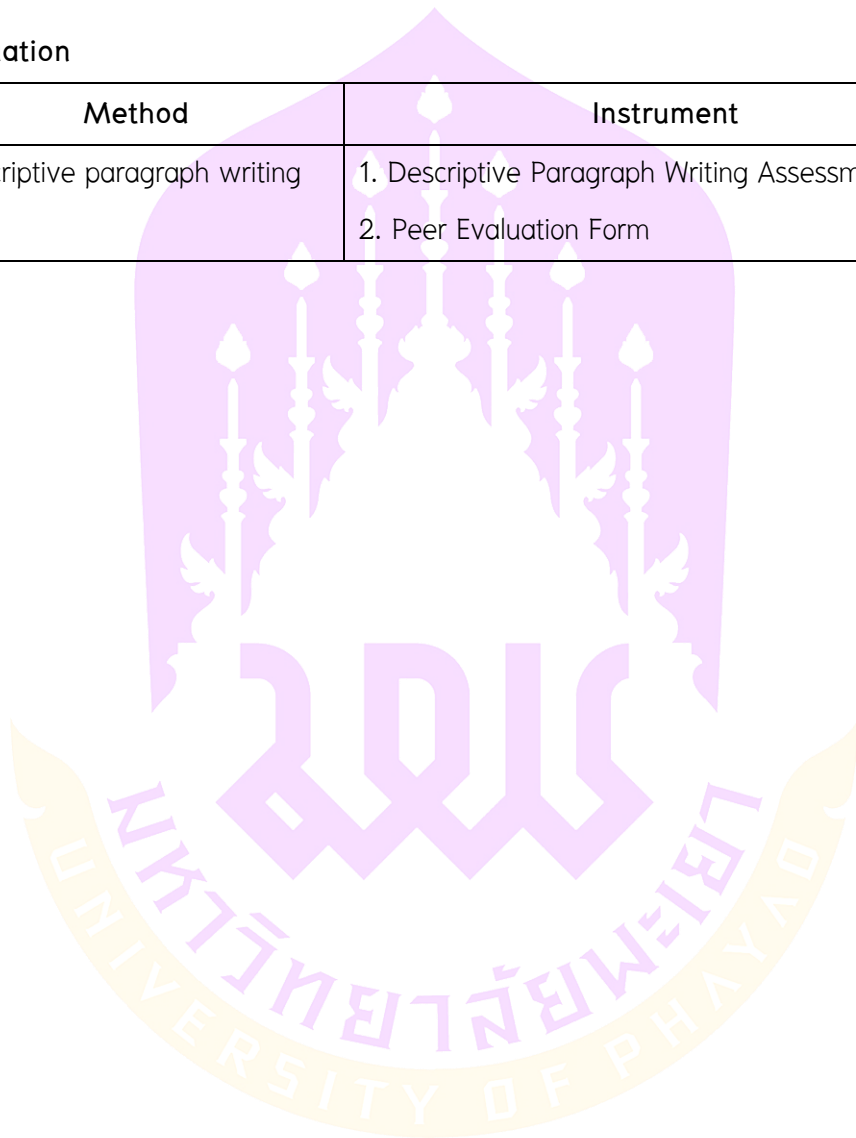
		Procedures
Stage	Time (min)	
		<ul style="list-style-type: none"> - What are the characteristics features of your school environment? - What is your classroom like?
Assessing for writing outcome: A		
Evaluation	10	<ol style="list-style-type: none"> 1) The teacher use the descriptive paragraph writing rubric to assess the final draft with illustrations or following content, organization, creative writing, understanding of haiku poem and linguistic feature. 2) Use the group performance rubric to assess how well students work together and cooperate, the way in which they create their paragraph and the creativity of their final performance, as well as any extensions or optional activities that their group may have done to enhance their presentation. 3) Use the student self-evaluation of group performance to facilitate students' evaluation of themselves and reflection on their own process.
Publishing	10	<ol style="list-style-type: none"> 1) The teacher leaves students freedom to negotiate what technology to use and how to publish the students' writing product including creating brochure, poster, school or class newspapers, school or class magazine, or even use the ICT media in the World Web as students' blog, and so on. 2) Encourage the students display their exhibition about the future school environment with props in classroom.

Source

1. The picture of the village around the school from
<http://www.twt.ac.th/main/index.php/about2>

Evaluation

Method	Instrument
Descriptive paragraph writing	1. Descriptive Paragraph Writing Assessment 2. Peer Evaluation Form



BIOGRAPHY

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AWARD RECEIVED	–

