

## REFERENCES

- Alsyouf, A. (2019). Creative Writing as an Effective Method of Learning English as a Foreign Language: A case study of Arab learners. *Folio*, 64-68.
- Anh, D. T. N. (2019). EFL Student's Writing Skills: Challenges and Remedies. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 9(6), 74-84.
- Barteson, P. (1998). The History and Artistry of Haiku. *Stanford Program on International and Cross-Cultural Education*. Retrieved from [https://spice.fsi.stanford.edu/docs/the\\_history\\_and\\_artistry\\_of\\_haiku](https://spice.fsi.stanford.edu/docs/the_history_and_artistry_of_haiku)
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 2-41.
- Braun, V., & Clark, V. (2012). Thematic Analysis. *Thematic Analysis*, 57-71. Retrieved from [https://www.academia.edu/3789893/Braun\\_Clarke\\_2012\\_APA\\_TA\\_Chapter?auto=download](https://www.academia.edu/3789893/Braun_Clarke_2012_APA_TA_Chapter?auto=download)
- Chen, Y. M. (2002). The Problems of University EFL Writing in Taiwan. *The Korea TESOL Journal*, 5(1), 59-79.
- Creely, E., & Henriksen, D. (2019). Creativity and Digital Technologies. *Encyclopedia of Educational Innovation*, 1-6.
- Cronin, C., & Hawthorne, C. (2019). 'Poetry in motion' a place in the classroom: Using poetry to develop writing confidence and reflective skills. *Nurse Education Today*, 76, 73-77.
- Faradiba., & Satriyani, L. (2016). Using clogsteredu presentation in writing slam poetry collaboratively in english class. *Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT)*, 280-288.
- Frey, A. L. (2017). Effects of a Multimodal Approach on ESL/EFL University Students' Attitudes towards Poetry. *Journal of Education and Practice*, 8(8), 80-83.
- Herawati, H. (2019). Learners as Writers: A Case Study of EFL Creative Writing Resources and Practices in Indonesia. *Monash University*, 2-283.
- Heigham, J., & Croker, R. A. (2009). *Qualitative Research in Applied Linguistics : A Practical Introduction*. PALGRAVE MACMILLAN, St Martin's Press, LLC.
- Iida, A. (2008). Poetry writing as expressive pedagogy in an EFL context: Identifying possible assessment tools for haiku poetry in EFL freshman college writing. *Assesing Writing*, 171-179.

- Iida, A. (2010). Developing Voice by Composing Haiku: A Social-Expressivist Approach for Teaching Haiku. *English Teaching Forum*, 28-34.
- Iida, A. (2012). Writing haiku in a second language: Perceptions, attitudes, and emotions of second language learners. *Sino-US English Teaching*, 9(9), 1472-1484.
- Iida, A. (2013). Critical review of literary reading and writing in a second language. *The Journal of Literature in Language Teaching*, 2, 1-49.
- Iida, A. (2016). Poetic identity in second language writing: Exploring an EFL learner's study abroad experience. *Eurasian Journal of Applied Linguistics*, 2(1), 1-14.
- Iida, A. (2017). Expressing Voice in a Foreign Language: Multiwriting Haiku Pedagogy in the EFL Context. *TEFLIN Journal: A Publication on the Teaching & Learning of English*, 28(2), 259-276.
- Kırkgöz, Y. (2014). Exploring poems to promote language learners' creative writing. *Procedia - Social and Behavioral Sciences* 158, 394 – 401.
- Lee, B. Y. (2011). The Practice of Haiku Writing in Second Language Classrooms. *Kamboja Journal of English Education*, 23-44.
- Lewis, H. A. (2017). Haiku to enhance student learning: Experiences from a pathophysiology classroom. *Nurse education today*, 60, 1-13.
- Liao, F. Y. (2017). The relationship between L2 students' writing experiences and their perceived poetry writing ability. *Studies in Second Language Learning and Teaching*, 7(4), 619-647.
- Liao, F. (2018). Prospective ESL/EFL Teachers' Perceptions towards Writing Poetry in a Second Language: Difficulty, Value, Emotion, and Attitude. *Eurasian Journal of Applied Linguistics*, 4(1), 1–16.
- Marpaung, T. (2017). WRITING HAIKU: STIMULATING EFL STUDENTS TO BETTER WRITING. *Vision Journal*, 3 (2), 126-133.
- Nguyen, H. N., & Roth, W. M. (2019). An analysis of haiku teaching discourse: From talking about to doing haiku. *Journal of Pedagogical Research*, 3 (3), 113-125.
- Oleynick, V. C., Thrash, T. d. M., LeFew, M. C., Moldovan, E. G., & Kieffaber, D. (2014). The Scientific study of inspiration in the creative process: challenges and opportunities. *Frontiers in Human Neuroscience*, 1-8.
- Onkas, N. A. (2015). Interpretation Theory and Creative Writing. *Anthropologist*, 22(2), 196-202.

- Shirane, H. (2019). Haiku. *New Literary History*, 461-465.
- Sulastri, F., & Pujasari., R. S. (2019). HOW DO I WRITE POETRY? Investigating Studnts' Creativity in Writing Poetry. *English Department – Putera Batam University*, 25-32.
- Widodo, H. P., Budi, A. B., & Wijayanti, F. (2016). Poetry Writing 2.0: Learning to Write Creatively in a Blended Language Learning Environment. *Electronic Journal of Foreign Language Teaching*, 13(1), 30-48.
- Yin, R. K. (2018). *Case Study Research and Applications : Design and Methods* (6th ed.). Sage Publications.
- Zhang, J. (2019). Composing *Da You Shi* in English: Chinese EFL Students' Perceptions and Desires to Write Poetry in English. *The Journal of Literature in Language Teaching*, 8(1), 19-39.