

CHAPTER 1

INTRODUCTION

1.1. Background

Creative writing is an original and self-expression of the writer's ideas, emotions and thoughts. According to Cook (as cited in Kırkgöz, 2014), "creative writing fosters 'playfulness', which encourages learners to play creatively with the language, to explore the language and discover things not only about the language but about themselves" (p. 395). It can be said that creative writing is not only able to explore the language, but also the writer itself.

In creative writing class, students learn about many kinds of literature writing such as poetry writing, haiku, among other literature. By using poetry as a medium for creative writing, students are able to discover and express the idea inside themselves. One of the kinds of poetry writing that was chosen for this research is haiku poetry writing. Haiku is a Japanese poetry, consisting of 17 syllables in three lines (first line has 5 syllables, second line has 7 syllables, and the third line has 5 syllables), also it has cutting words to show stop or pauses (Iida, 2008).

In 2017, Lewis noted that "the use of poetry, including haiku, as an educational strategy across disciplines is evident in the literature" (p. 4). Writing haiku poetry can be chosen as a suitable learning activity in creative writing class, especially in learning a cross culture literature. In such a way, English haiku writing in EFL classroom can be applied for EFL students who

are eager to learn Japanese literature and its cultural knowledge (Marpaung, 2017). Moreover, reading and writing haiku as a short poem can help students to avoid other literature that has long passages which easily distract the students' interest (Alsyouf, 2019). Thus, haiku focuses on a short poem writing format with a capability to attract the EFL learners' attention better compared to the other poems which have long passages and higher possibility to distract the reader's attention. In other word, students can learn and write their poems based on the model they have learnt. Accordingly, haiku can be one of the kinds of usefulness poetry to try in EFL classroom.

The aesthetic, intellectual and therapeutic possibilities of haiku have attracted the interest among educators and teachers. It is supported by Nguyen & Roth who said that "haiku have also been taught as creative writing to foster empathy in the classroom" (Nguyen & Roth, 2019). Even though haiku is categorized as a short poem, the students still have a free chance to put their creative ideas related to what they want to express through writing the haiku. Study by Iida (2010) has mentioned that poetry might offer special challenges, but using haiku (a type of poetry) is manageable for EFL classroom learners to learn poetry. It is based on several reasons : first, composing Haiku can help students to express their inner feelings; second, haiku has its forms which requires students to choose the appropriate words to connected with their feelings that can help them learn to write assuredly and acquire vocabulary; and the last reason is that "composing haiku in EFL university classrooms

enables students to develop an identifiable voice with a high sense of writer-reader interaction” (Iida, 2010, p.33).

In the previous study, Iida (2012) did research about writing haiku in a second language according to the perceptions, attitudes, and emotions of second language learners. The participants of his study were 20 EFL students who registered for first-year English writing at a Japanese private university. In addition, the study aimed at investigating the potential value of using haiku as a method for L2 learning in the Japanese EFL context (Iida, 2012). Furthermore, Iida (2012) pointed out four categories related with the responses of the participants which were classified into: difficulty, value, emotion and attitude.

Different from Iida’s (2012) study who investigated the value of haiku poetry writing and the potential of haiku as a way for second language learner to learn in Japanese EFL context (through the perceptions, attitudes and emotions), the current study investigated the perceptions focus on the difficulties faced by the third semester students of Creative Writing class in one of Universities in Tasikmalaya during the process of haiku poetry writing. Based on the preliminary study, it is found that several students got difficulties in writing haiku. The students who agreed to participated in this study could not deny that they had never been heard and learnt about haiku before they took Creative Writing class. Because diverse with Japanese who are familiar with haiku poetry, other EFL learners may see haiku as an unfamiliar poetry and fresh to them (Iida, 2016). Thus, haiku is something new to learn, and students

find it difficult in writing their haiku. Not only difficult to produce their first haiku (Iida, 2010), furthermore, “creating quality haiku is extremely difficult (Shirane, 2019, p. 462). This case is supported by the participants argument when the lecturer gave them assignment to write their own haiku, they argued that it was really difficult to deal with. Thus, the students’ perceptions on the difficulties towards writing their haiku were investigated in this research.

1.2. Formulation of the Problem

In this present study, the researcher addressed a research question; “What are the difficulties faced by Indonesian students of Creative Writing class towards haiku poetry writing?”.

1.3. Operational Definitions

To avoid misinterpretation and misunderstanding of this research, here are the operational definitions:

1. Creative Writing : Creative Writing (CW) is one of an elective courses designed to capitalize on students’ creative abilities offered in the fifth semester at one of the universities in Tasikmalaya. Towards this course, students will have a chance to learn about short story, fanfiction, poetry, haiku among others.

2. Haiku Poetry Writing : It is a poem from Japanese that has 17 syllables in a three line and has cutting words of 5-7-5 syllable form (first line has 5 syllables, second line has 7 syllables, and the third line has five syllables) taught in Creative Writing class. Haiku also has *Kigo* (seasonal references: can be phrases or words associated with particular seasons) and *Kireji* (cutting words to show stops or pauses).
3. Perceptions on Difficulties : it is students' perceptions dealing with the challenges they faced towards writing haiku poetry.

1.4. Aim of the Research

The aim of this research is to find out the perceptions on difficulties faced by Indonesian students in Creative Writing class towards haiku poetry writing they had learnt in the third semester.

1.5. The Uses of the Research

1.5.1 Theoretical Use

This research provides some literature review, and the result of this research can be a reference for the future study especially about the

perceptions of students' difficulties towards haiku poetry writing in Creative Writing class.

1.5.2 Practical Use

The research will serve the perceptions related with difficulties faced by students towards haiku poetry writing that has the contribution for the lecturers' awareness while they are teaching haiku based on the difficulties faced by the students.

1.5.3 Empirical Use

This research provides the knowledge and expected experiences for the researcher about creative writing particularly of students' perceptions dealing with the difficulties towards haiku poetry writing.