



ALTERNATIVE DEVELOPMENT AND IMPLEMENTATION OF TEACHING ENGLISH POETRY TO YOUNG LEARNERS

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Abstract

This paper entitles “Alternative Development and Implementation of Teaching English Poetry to Young Learners” revealing the way to teach English poetry to young learners. To implement this way of teaching, young learners will learn to recognize and practice (1) how to analyse poetry to develop intellectual skill and (2) how to re-produce poetry to motivate creativity skill. By achieving the two skills, the young learners are able to apply literary research and creative writing especially on English poetry. The inspiring moment to share this paper can be seen from any aspect in teaching English poetry such as cases, challenges, understandings, and mindsets in studying English poetry. The cases are (1) young learners dislike poetry or poem, moreover any literary work, and (2) Because poetry can be ambiguous and complex, many young learners fear and shy away from poetry. The challenges in learning poetry are (1) it is true poetry can be very laconic in nature with multiple forms of interpretation, and then (2) in essence, poetry is open to interpretation and poetry as a creative form of writing, is no exception as long as there are concrete facts or well formed arguments to support an interpretation. To develop and implement this way in teaching English poetry are expected to be the objectives after finishing the process such as (1) young learners should understand the importance of literary work for life, (2) assisting young learners in formulating their own poetic interpretation and creativity, (3) young learners should not, by any means, feel frighten to express their thoughts, ideas, questions while attempting to interpret a poem, and (4) they are interested in interpreting and creative writing in all part of excitement and mystery of learning English poetry. The mindsets that can be shared-knowledge at least is young learners are happy and fun to express their thoughts, ideas, questions while attempting to interpret and create a poem. The benefit of the paper is that the way in teaching English poetry can be a helpful model to English teachers, learners, and translators of any languages.

Keywords: *development, implementation, teaching, English poetry.*

INTRODUCTION

Teaching, to teacher, is a challenge to do in learning process. The challenge is not only way to prepare subject matters (instructional materials) but also way to conduct class management in conducting learning process. Numerous references about English teaching methods to conduct the class management in learning process are such as speech, discussion, demonstration, recitation, study tour, and/ or project one. Teacher can apply one or two or combination of the methods in conducting learning process depending on what Brown states that “One of the most salient, if not relevant, contexts of language teaching is the institution in which you are teaching”. It means that institutional context is important to consider seeing opportunity and

challenge in conducting any learning process. In teaching English, regarding to the fact above, teaching English poetry is very challenging to the teachers to plan how to prepare subject matters (instructional materials) and how to execute class management in conducting learning process.

There are assumptions that English poetry is less relevant in English learning because it is a frightening subject to learn as what Maher (1982: 17) states that poetry is getting marginal in learning process if its objective is communicative competence. From it, there are two cases in learning English poetry such as young learners dislike poetry or poem, moreover any literary work, and because poetry can be ambiguous and complex, many young learners fear and shy away from poetry.

Burton Raffel in Tedjasudhana (1988: 233) states that “poetry is not a frightening monster lurking in the academic darkness, waiting to leap out and trap the poor, unsuspecting reader”. Because of that learning English poetry should be a learning process that young learners should understand the importance of literary work for life, assisting young learners in formulating their own poetic interpretation and creativity, young learners should not, by any means, feel frighten to express their thoughts, ideas, questions while attempting to interpret a poem, and they are interested in interpreting and creative writing in all part of excitement and mystery of learning English poetry.

The challenges in learning poetry are it is true poetry can be very laconic in nature with multiple forms of interpretation, and then in essence, poetry is open to interpretation and poetry as a creative form of writing, is no exception as long as there are concrete facts or well formed arguments to support an interpretation.

To develop and implement this way in teaching English poetry are expected to be the objective after finishing the process such as young learners should understand the importance of literary work for life, assisting young learners in formulating their own poetic interpretation and creativity, young learners should not, by any means, feel frighten to express their thoughts, ideas, questions while attempting to interpret a poem, and they are interested in interpreting and creative writing in all part of excitement and mystery of learning English poetry. The mindsets that can be shared-knowledge at least is young learners are happy and fun to express their thoughts, ideas, questions while attempting to interpret and create a poem.

LITERATURE REVIEW

This reviews was taken from Anderson et all’s *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives*. It is Bloom’s Taxonomy (BT) frame working. This frame working is a classification of learning outcome which the teachers have to implement in any learning process to achieve holistic learning outcome. The BT consists of three versions, namely Original, Revised, and Digital BT. In this review, the writer uses theoretical base of the Revised BT in developing and implementing learning process.

Revised Bloom's Taxonomy (BT)

In 1956, Benjamin Bloom with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl published a framework for categorizing educational goals: *Taxonomy of*

Educational Objectives. Familiarly known as Bloom’s Taxonomy (BT), this framework has been applied the teachers and college instructors in their teaching.

The BT is used as learning design in any learning process. It should deliver to learners so that the objective of learning process is going to be achieved. Delivering the syllabus and lesson plan is not only formality but also it a serious must to successful learning outcome. BT is depicted as six classifications in learning process.

The BT was created in 1956 under the leadership of educational psychologist Dr Benjamin Bloom in order to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts (rote learning). It is most often used when designing educational, training, and learning processes.

The framework elaborated by Bloom and his collaborators consisted of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The categories after Knowledge were presented as “skills and abilities,” with the understanding that knowledge was the necessary precondition for putting these skills and abilities into practice.

A group of cognitive psychologists, curriculum theorists and instructional researchers, and testing and assessment specialists published in 2001 a revision of BT with the title *A Taxonomy for Teaching, Learning, and Assessment*. This title draws attention away from the somewhat static notion of “educational objectives” in Bloom’s original title and points to a more dynamic conception of classification.

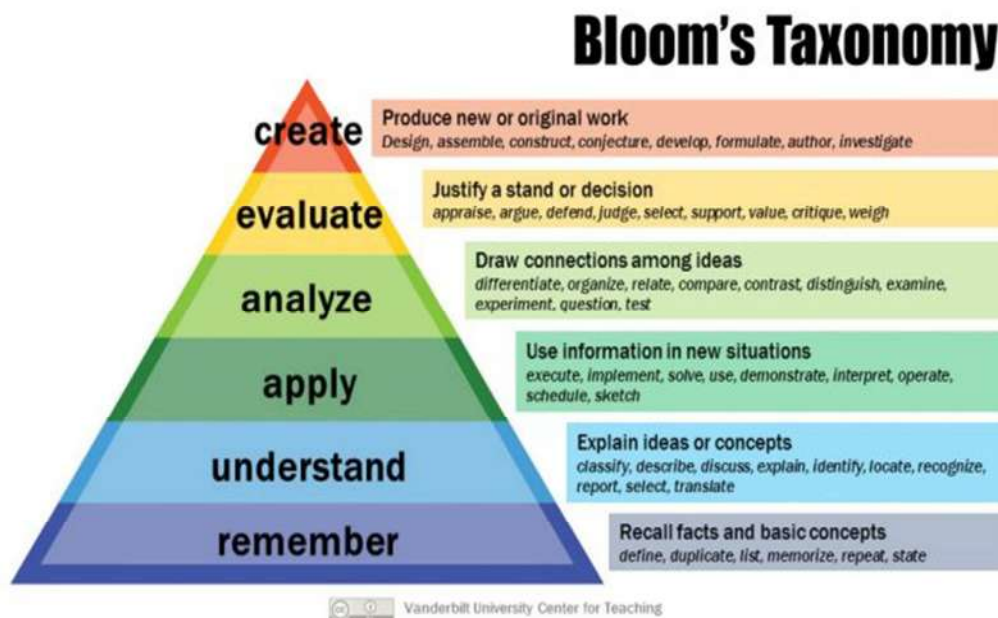


Chart 1. Revised Bloom’s Taxonomy
Source: Cited from <https://cft.vanderbilt.edu/>

The revised taxonomy underscores this dynamism, using verbs and gerunds to label their categories and subcategories (rather than the nouns of the original taxonomy). These “action words” describe the cognitive processes by which thinkers encounter and work with knowledge.

Here are the brief explanations of these main categories in from the appendix of *Taxonomy of Educational Objectives*.

The chart 1 is the classification of thinking levels pyramid that can be called as three aspects namely taxonomy, competence, and functional levels, the order is bottom-up; (1) remember-recalling fact and basic concepts; define, duplicate, list, memorize, repeat, state, (2) understand-explaining ideas or concept; classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, (3) apply-using information in a new situations; execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch, (4) analyze-drawing connections among ideas; differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test, (5) evaluate-justifying a stand or decision; appraise, argue, defend, judge, select, support, value, critique, weigh , and (6) create-producing new or original work; design, assemble, construct, conjecture, develop, formulate, author, investigate.

METHOD

In composing this paper, the writer used qualitative descriptive in decomposing what factors have to be prepared in teaching English poetry to young learners. The result of the study describes the factors namely planning and executing in teaching-learning process based on the Revised Bloom's Taxonomy.

Discussion

In this discussion, the writer delivers the factors related to the way to teach English poetry to young learners namely Planning and Executing.

English Poetry Course

The characteristic of English poetry course based on the study program curriculum can be seen on matrix competence and courses as follows.

Kelompok Kompetensi	No	Rumusan Kompetensi	Bahan Kajian/Mata Kuliah/SKS												
			2	2	2	2	2	2	2	2	2	2			
Kompetensi Utama	1	Memiliki sikap dan kepribadian yang luhur	Religion Education	2	Citizenship Education	2	Academic Indonesian Language	2	State Ideology Education	2	Basic Natural Science	2			
	2	Mampu berpikir kreatif, kritis dan ilmiah	Basic Philosophy and Research Method	2	History of Modern Thoughts	2	Critical Thinking	2							
	3	Mampu menerapkan prinsip-prinsip dasar kebahasaan dan ilmu bahasa Inggris dalam komunikasi sosial	Intro to General Linguistics	2	English Phonetics and Phonology	2	Intro to Systemic Functional Linguistics	2	Eng Morphology	2	Eng Semantics	2	Eng Syntax	2	
	4	Mampu menerapkan keahlian berbahasa Inggris dalam prinsip-prinsip dasar kesusastraan dan karya sastra Inggris	Intro to Literary Studies	2	English Prose	2	English Poetry	2	English Drama	2					
	5	Mampu menggunakan keahlian berbahasa Inggris sesuai dengan konteks situasi dan budaya	Cross Culture Understanding	2	The UK Life & Institutions	2	The US Life & Institutions	2	Pragmatics	2					
	6	Mampu menggunakan keahlian berbahasa Inggris dalam menyimak wacana lisan bahasa Inggris	English Pronunciation	2	Basic Listening	2	Intermediate Listening	2	Advanced Listening	2	Listening for Academic Purposes	2	Basic, Intermediate, Advance Eng Grammar for Academic Purposes	8	
	7	Mampu menggunakan keahlian berbahasa Inggris lisan dalam proses komunikasi	Basic Speaking	2	Intermediate Speaking	2	Advanced Speaking	2	Speaking for Specific Purposes	2	Public Speaking	2			
	8	Mampu menggunakan keahlian berbahasa Inggris dalam wacana tulis bahasa Inggris	Basic Reading	2	Intermediate Reading	2	Advanced Reading	2	Reading for Academic Purposes	2					
	9	Mampu menggunakan keahlian berbahasa Inggris dalam berbagai teks tulis bahasa Inggris dalam berbagai konteks	Paragraph-Based Writing	2	Intermediate Genre-Based Writing	2	Advanced Genre-Based Writing	2	Business Correspondence	2	Creative writing	2			
	10	Mampu menerapkan prinsip-prinsip budaya lokal dan nasional	Indonesian People and Culture	2	Indonesian Civil Society and Art	2	History of Indonesian Culture	2	Intro to Cultural Research	2					

NO	KOMPETENSI	MATA KULIAH	SKS	KLPK
1	Kompetensi Utama	1 Religion Education	2	MPK
2		Citizenship Education	2	MPK
3		Academic Indonesian Language	2	MPK
4		Basic Social and Cultural Science	2	MKK
5		Basic Natural Science	2	MKK
6		2 Basic Philosophy and Research Methodology	2	MKK
7		History of Modern Thoughts	2	MKK
8		3 Introduction to General Linguistics	2	MKK
9		English Phonetics and Phonology	2	MKK
10		Introduction to Systemic Functional Linguistics	2	MKK
11		English Morphology	2	MKK
12		English Semantics	2	MKK
13		English Syntax	2	MKK
14		4 Introduction to Literary Studies	2	MKK
15		English Prose	2	MKB
16		English Drama	2	MKB
17		English Poetry	2	MKB

Chart 2. Matrix of Competence and Courses

Source: PA (2015: C-6)

It can be seen on Chart 2, English poetry course is grouped into main competence and its competence formula is that the learners are able to apply English mastery in basic principles of literature properly in cultural context.

SEMESTER 4									
NO	KODE	MATA KULIAH	KODE	STATUS	SKS		JML	KLP	PRASYARAT
					T	P			
1	C11.03401	Advanced Genre-Based Translation	4	MK Wajib Program Studi	2		2	MKB	Basic Translation
2	C11.15404	Advanced Genre-Based Writing	4	MK Wajib Program Studi	2		2	MKB	Paragraph-Based Writing
3	C11.03402	English Drama	4	MK Wajib Program Studi	2		2	MKB	Introduction to Literary Studies
4	C11.03403	English Grammar for Academic Purposes	4	MK Wajib Program Studi	2		2	MKB	Basic English Grammar
5	C11.03404	English Poetry	4	MK Wajib Program Studi	2		2	MKB	Introduction to Literary Studies
6	C11.25401	English Semantics	4	MK Wajib Program Studi	2		2	MKK	Introduction to General Linguistics
7	C11.26401	English Syntax	4	MK Wajib Program Studi	2		2	MKK	Introduction to General Linguistics
8	C11.02401	Introduction to Cultural Research	4	MK Wajib Program Studi	2		2	MKK	-
9	C11.03405	Listening for Academic Purposes	4	MK Wajib Program Studi		2	2	MKB	Basic Listening
10	C11.03406	Reading for Academic Purposes	4	MK Wajib Program Studi	2		2	MKB	Basic Reading
11	C11.36405	Speaking for Specific Purposes	4	MK Wajib Program Studi	2		2	MKB	Basic Speaking
JUMLAH						20	2	22	

- MPK Matakuliah Pengembangan Kepribadian
- MKK Matakuliah Keilmuan dan Keterampilan
- MKB Matakuliah Keahlian Berkarya
- MPB Matakuliah Perilaku Berkarya
- MBB Matakuliah Berkehidupan Bermasyarakat

Chart 3. Curriculum of Study Program

Source: PA (2015: C-10)

Based on chart 3, English poetry is the compulsory course to the learners during their study in the fourth semester, 2 credits, and its prerequisite is Introduction to Literary Studies course. English poetry is categorized into expertise and producing work course.

PLANNING OF LEARNING PROCESS

Planning is what to prepare before conducting any learning process. The planning is any activities which have to be done by the teachers in enrichment subject matters. Of course, they have to master knowledge of the subject matters which are going to transmit to the learners. To do this planning factor, they have to prepare syllabus, lesson plan, instructional materials, and module.

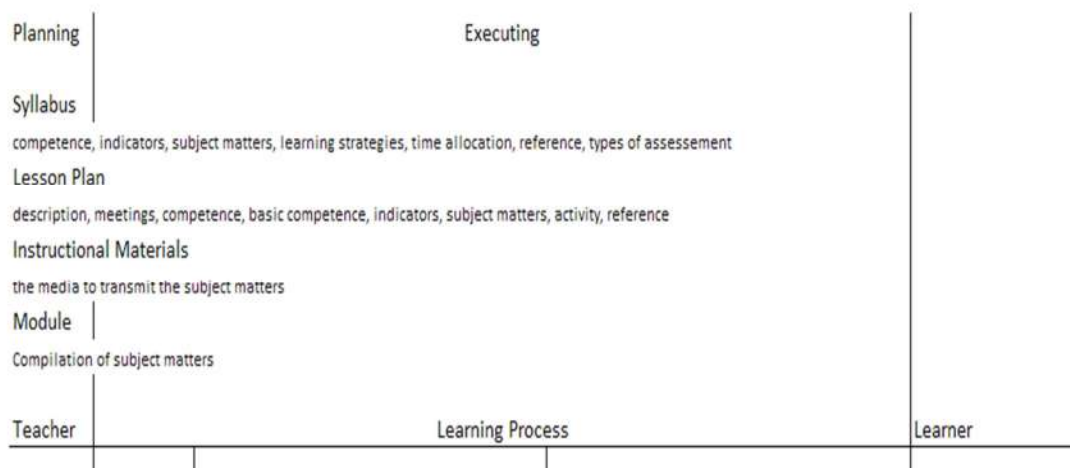


Chart 4. Planning of Learning Process

Source: The writer

The syllabus is a set of scenario and arrangement of learning process, class management, and assessment. It represents a learning plan of a course consisting of identity of course, basic competence, and indicator of learning outcome, subject matters, learning strategies, time allocation, references, and assessment.

SILABUS MATAKULIAH

Revisi : 2
Tanggal Berlaku : 1 Februari 2017

A. Identitas

1. Nama Matakuliah	: English Poetry
2. Program Studi	: Sastra Inggris
3. Fakultas	: Ilmu Budaya
4. Bobot sks	: 2 sks
5. Elemen Kompetensi	: Keahlian Berkarya
6. Jenis Kompetensi	: Kompetensi Utama
7. Alokasi waktu total	: 14 x 100 menit ; 1 x Ujian Mid ; 1 x Ujian Akhir

B. Unsur-unsur silabus

Kompetensi dasar	Indikator	Materi pokok	Strategi Pembelajaran	Alokasi waktu	Referensi/acuan	Evaluasi
Mahasiswa mampu mengingat, mengidentifikasi, menelaah, melaporkan, menilai, dan mengembangkan prinsip-prinsip dasar analisis karya sastra puisi berbahasa Inggris dan mencipta puisi berbahasa Inggris dengan baik dan benar.	Kemampuan mengingat, mengidentifikasi, menelaah, melaporkan, menilai, dan mengembangkan prinsip-prinsip dasar analisis karya sastra puisi berbahasa Inggris. Kemampuan membuat (cipta) puisi berbahasa Inggris.	1. Literature, Poetry, and Poem, 2. Poetry Overview, 3. Paraphrasing a Poem. 4. Structural Aspects of Poetry, 5. Sound Aspects of Poetry, 6. Meaning Aspects of Poetry, 7. Speaker and Poet in a Poem, 8. Mood and Tone in a Poem, 9. Theme in a poem, 10. Scansion a Poem, 11. Poetry Analysis Frameworks, 12. Poetic Terminologies, 13. Writing Poems.	Remembering Understanding Applying Analyzing Evaluating Creating	1400 menit	Strachan, John R; Terry, Richard, G (2000). Poetry: an introduction. Edinburgh University Press. p. 119. ISBN 978-0-8147-9797-6. Raaske, Christopher R. 2016. How to Analyse Poetry. New York: Simon & Schuster. Klarer, Mario. An Introduction to Literary Studies. 1999. London and New York: Routledge	Kuis Penugasan UTS UAS

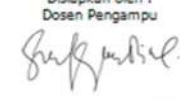
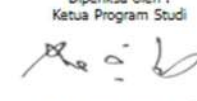

Disiapkan oleh : Dosen Pengampu  Sarif Syamsu Rizal, M.Hum.	Diperiksa oleh : Ketua Program Studi  Dr. Jumanto, Drs., M.Pd.	Disahkan oleh : Dekan  Akhmad Saifudin, S.S., M.Si.
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Chart 5. Syllabus of English Poetry Courses

Source: The writer

Name of the course is English poetry. Basic competence is the learners are able to apply basic principles of English poetic literary research and English poetic writing. Indicators are skills to apply basic principles of English poetic literary research and English poetic writing. Subject matters are literature, poetry, and poem, poetry overview, paraphrasing a poem, structural aspects of poetry, sound aspects of poetry, meaning aspects of poetry, speaker and poet in a poem, mood and tone in a poem, theme in a poem, scansion a poem, poetry analysis frameworks,

poetic terminologies, and writing poems. Learning strategies are remembering, understanding, applying, analyzing, evaluating, and creating. Time allocation per meeting is 1400 minutes. References to learn are such as Strachan, John R; Terry, Richard, G (2000). *Poetry: An introduction*, Edinburgh University Press. ISBN 978-0-8147-9797-6, Reaske, Christopher R. 2016. *How to Analyse Poetry*. New York: Simon & Schuster, and Klarer, Mario. *An Introduction to Literary Studies*. 1999. London and New York: Routledge. Types of assessment are quizzes, assignments, mid test, and final test.

Lesson plan is a plan of learning process for one course in every unit of subject matter and in every meeting. It consists of course description, competence standard, meetings, basic competence per a subject matter unit, Indicators, subject matters per meeting, learning activities, and references to learn.

RENCANA PROGRAM KEGIATAN PERKULIAHAN SEMESTER (RPKPS)

Kode/ Nama Mata Kuliah : C11.03404 / English Poetry
 Satuan Kredit Semester : 2 SKS
 Jml Jam kuliah dalam seminggu : 100 menit
 Jml Jam kegiatan laboratorium : 0 jam

Revisi ke : 2
 Tol revisi : 1 Februari 2017
 Tol mulai berlaku : 1 Maret 2017
 Penyusun : Sanif Syamsu Rizal, M.Hum.
 Penanggungjawab Keilmuan : Sanif Syamsu Rizal, M.Hum.

Deskripsi Mata kuliah : Mata kuliah ini mencakupi literature, poetry, and poem, poetry overview, paraphrasing a poem, structural aspects of poetry, sound aspects of poetry, meaning aspects of poetry, speaker and poet in a poem, mood and tone in a poem, theme in a poem, scansion a poem, poetry analysis frameworks, poetic terminologies, and writing poems

Standar Kompetensi : Setelah menyelesaikan mata kuliah ini mahasiswa mampu menerapkan prinsip-prinsip dasar analise karya sastra puisi berbahasa Inggris dan membuat (cipt) puisi berbahasa Inggris.

Prtm	Kompetensi Dasar	Indikator	Pokok Bahasan/Materi	Aktifitas Pembelajaran	Rujukan
1	Mahasiswa mampu mengingat, mengidentifikasi, menelaah, melaporkan, menilai, dan mengembangkan materi tentang literature, poetry, dan poem dalam bahasa Inggris.	Kemampuan mengingat, mengidentifikasi, menelaah, melaporkan, menilai, dan mengembangkan materi tentang literature, poetry, dan poem dalam bahasa Inggris.	literature, poetry, and poem.	Pendahuluan <ul style="list-style-type: none"> Menjelaskan cakupan materi pada pertemuan ke – 1. Menjelaskan gambaran umum materi sub pokok bahasan. Penyiapan <ul style="list-style-type: none"> Menyampaikan topik bahasan. Memberikan waktu mhs. untuk mendiskusikan topik bahasan. Penutup <ul style="list-style-type: none"> Memberikan pertanyaan pada mahasiswa sehubungan dengan materi yang disajikan. Memberikan gambaran umum sekilas materi yang akan dibahas pertemuan berikutnya. 	Strachan, John R; Terry, Richard, G (2000). <i>Poetry: an introduction</i> . Edinburgh University Press. p. 119. ISBN 978-0-8147-9797-6. Reaske, Christopher R. 2016. <i>How to Analyse Poetry</i> . New York: Simon & Schuster. Mario, Klarer. <i>An Introduction to Literary Studies</i> . 1999. London and New York: Routledge
2	Mahasiswa mampu mengingat, mengidentifikasi, menelaah, melaporkan, menilai, dan mengembangkan materi tentang poetry overview.	Kemampuan mengingat, mengidentifikasi, menelaah, melaporkan, menilai, dan mengembangkan materi tentang poetry overview dalam bahasa Inggris.	poetry overview	Pendahuluan <ul style="list-style-type: none"> Menjelaskan cakupan materi pada pertemuan ke – 2. Menjelaskan gambaran umum materi sub pokok bahasan. Penyiapan <ul style="list-style-type: none"> Menyampaikan topik bahasan. Memberikan waktu mhs. untuk mendiskusikan topik bahasan. Penutup <ul style="list-style-type: none"> Memberikan pertanyaan pada mahasiswa sehubungan dengan materi yang disajikan. Memberikan gambaran umum 	Strachan, John R; Terry, Richard, G (2000). <i>Poetry: an introduction</i> . Edinburgh University Press. p. 119. ISBN 978-0-8147-9797-6. Reaske, Christopher R. 2016. <i>How to Analyse Poetry</i> . New York: Simon & Schuster. Mario, Klarer. <i>An Introduction to Literary Studies</i> . 1999. London and New York: Routledge


Chart 6. Lesson Plan of English Poetry Courses

Source: The writer

Module is compilation the subject matters to teach taken from any references online or printed. This module is well designed to help the teachers to master the subject that will transfer to the learners.

English Poetry

Inspiration in 7 Days
A WORTH HALF-YEAR SCHOOL TERM
OF WRITING POEMS



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Description of English Poetry

Overview
These materials are designed as a student's handout learning materials of English poetry.

Objective
Students will learn and recognize and practice (1) how to analyse poetry (intellectual skill) and (2) how to re-produce poetry (creativity skill).

Competence
Students are able to apply literary research and reproduction especially on English poetry.

Instructional Materials

1. Case in Studying Poetry,
2. Literature, Poetry, and Poem,
3. Poetry Overview,
4. Paraphrasing a Poem,
5. Structural Aspects of Poetry,
6. Sound Aspects of Poetry,
7. Meaning Aspects of Poetry,
8. Speaker in a Poem,
9. Mood and Tone in a Poem,
10. Theme in a Poem,
11. Scansion on a Poem,
12. Poetry Analysis Framework,
13. Poetic Terminologies,
14. Writing a Poem.

5. Structural Aspects of Poetry

Lesson Objective

- Structural Aspect of Poetry.
- Students will learn and recognize concept of structural aspect of poetry.

Procedure

- Give students time to read and discuss the concept of structural aspect of poetry to get comprehension.
- Students should work together in group of three and practice any research to find structural aspect of Robert Burns' A Red Red Rose poem.

1. First Approaches

Read the poem (many students neglect this step). Identify the speaker and the situation. Feel free to read it more than once! Read the sentences literally. Use your prose reading skills to clarify what the poem is about. Read each line separately, noting unusual words and associations. Look up words you are unsure of and struggle with word associations that may not seem logical to you. Note any changes in the form of the poem that might signal a shift in point of view. Study the structure of the poem, including its rhyme and rhythm (if any). Re-read the poem slowly, thinking about what message and emotion the poem communicates to you.

An important method of analyzing a poem is to look at the stanza structure or style of a poem. Generally speaking, structure has to do with the overall organization of lines and/or the conventional patterns of sound. Again, many modern poems may not have any identifiable structure (i.e. they are free verse), so don't panic if you can't find it!

2. Structural Aspects of Poetry

The structure of poetry can be observed from three sides, those are **FLS: Form, Line, and Stanza.**

1. **FORM** is the appearance of the words on the page
2. **LINE** is a group of words together on one line of the poem
3. **STANZA** is a group of lines arranged together

FORM
A poem may or may not have a specific number of lines, rhyme scheme and/or metrical pattern, but it can still be labeled according to its form or style.

Chart 7. Module
Source: The writer

An instructional material is a medium to help way the teacher to display the subject matters while transferring them to the learners in the class and It will also help the learner to follow and concern to the subject they are learning.

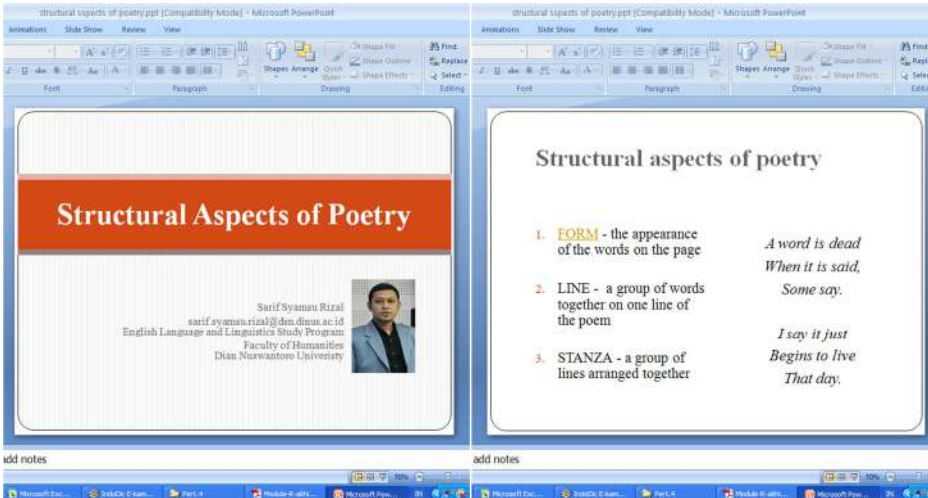


Chart 8. Instructional Materials
Source: The writer

EXECUTING OF LEARNING PROCESS

Executing is what to do in conducting any learning process in the class. The executing is any activities which have to be done by the teachers in transferring the subject matters. Of course, these activities are based on the framework of Bloom's Taxonomy. The teacher will be effectively conducting learning process to reach the competence of the learners after finishing the class.

Planning Syllabus competence, indicators, subject matters, learning strategies, time allocation, reference, types of assessment Lesson Plan description, meetings, competence, basic competence, indicators, subject matters, activity, reference Instructional Materials the media to transmit the subject matters Module Compilation of subject matters Teacher	Executing Learning Process			
	Learning Process	Learner		
	taxonomy	competence	functional ability	assessment
	remembering	being able to remember the information	define, duplicate, list, memorize, recall, repeat, restate	can the learners recall or remember the information?
	understanding	being able to explain ideas or concepts	classify, describe, discuss, explain, identify, report, select	can the learners explain ideas or concept of the information?
	applying	being able to use the information in a new way	choose, demonstrate, employ, interpret, use, sketch	can the learners use the information in a new way?
	analyzing	being able to distinguish between the different parts	test, compare, contrast, examine, distinguish, question	can the learners distinguish between the different parts?
	evaluating	being able to justify a stand or decision	argue, defend, judge, justify, evaluate, value, decide	can the learner justify a stand or decision?
	creating	being able to create new product of point of view	assemble, create, construct, develop, write, formulate	can the learners create a new product or point of view?

*) transmit every unit of subject mater on the lesson plan developing and implementing for each meeting.

Chart 9. Executing of Learning Process
Source: The writer

After finishing the planning factors namely composing promptly the syllabus, lesson plan, module, and instructional material, the teachers surely have any knowledge of the subject matters which will transfer in the learning process to the learners. By finishing the planning, it is an indicator that the teachers are ready materially and mentally to teach. The framework in the chart 6 can be a guide for the teachers during conducting class management. The next factor is executing. It is creative ideas in any activities to manage the learning process by monitoring taxonomy, competences, and functional abilities of the learners. Success of the learning process can be seen in assessment by delivering any questions related to the subject matters that the learners get during the learning process.

By applying BT in the classroom, the teachers have to use for interrelated orientation of taxonomy, competence, and functional ability of the learners. The taxonomy represents classification of the learners' thinking levels, the competence is the learners' learning outcome during transferring the subject matters, and the functional ability is a skill that will be achieved by the learners after finishing the learning process.

At the taxonomy of remembering level, learners' competence is to be able to remember the information and their functional abilities are to define, duplicate, list, memorize, recall, repeat, or restate. The assessment can be monitored by asking whether the learners can remember the information or not.

At the taxonomy of understanding level, learners' competence is to be able to explain ideas or concepts and their functional abilities are to classify, describe, discuss, explain, identify, report, or select. The assessment can be monitored by asking whether the learners can explain ideas or concepts or not.

At the taxonomy of applying level, learners' competence is to be able to use the information in a new way and their functional abilities are to choose, demonstrate, employ, interpret, use, or sketch. The assessment can be monitored by asking whether the learners can use the information in a new way or not.

At the taxonomy of analyzing level, learners' competence is to be able to distinguish between the different parts and their functional abilities are to test, compare, contrast, examine, distinguish, or question. The assessment can be monitored by asking whether the learners can distinguish between the different parts or not.

At the taxonomy of evaluating level, learners' competence is to be able to justify a decision and their functional abilities are to argue, defend, judge, justify, evaluate, value, or decide. The assessment can be monitored by asking whether the learners can justify a decision or not.

For example, in teaching Structural Aspects of Poetry, the success of learning process, applying Bloom's taxonomy, can be indicated if the learners can recall the information about the structural aspects of poetry, can explain the concepts of the structural aspects of poetry, can use the information about structural aspects of poetry in a new but similar situation, can distinguish between the different parts of structural aspects of poetry, can justify a decision about structural aspects of poetry, and can create new product of structural aspects of poetry.

By applying the Bloom's Taxonomy in the learning process of teaching English poetry, the learners are able to apply basic principles of literary research and (re)create poetry in English. Or, the objectives after finishing the learning process, the learners will get two skills such as recognizing and practicing how to analyse poetry as intellectual skill and how to (re)create poetry as creativity skill.

CONCLUSION AND SUGGESTION

The factors related to the way to teach English poetry to young learners namely Planning and Executing. Planning is what to prepare before conducting any learning process.

The planning is any activities which have to be done by the teachers in enrichment subject matters. Of course, they have to master knowledge of the subject matters which are going to transmit to the learners. To do this planning factor, they have to prepare syllabus, lesson plan, instructional materials, and module.

The executing is creative ideas in any activities to manage the learning process by monitoring taxonomy, competences, and functional abilities of the learners. Success of the learning process can be seen in assessment by delivering any questions related to the subject matters that the learners get during the learning process.

By applying BT in the classroom, the teachers have to use for interrelated orientation of taxonomy, competence, and functional ability of the learners. The taxonomy represents classification of the learners' thinking levels, the competence is the learners' learning outcome during transferring the subject matters, and the functional ability is a skill that will be achieved by the learners after finishing the learning process.

By Applying Bloom's Taxonomy, the development and implementation of learning process in teaching English poetry can be a helpful model to English teachers, learners, and translators of any languages.

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