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 by 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 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](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.
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.

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.
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.

Chart 4. Planning of Learning Process  
Source: The writer

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.

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.
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.

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.
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, 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 Boom’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.
REFERENCES


