

Instructional Materials Design and Development of English Poetry Class

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Abstract

The inspiring issue to share this paper is to increase teachers' responsibilities as more than just transferring knowledge, distributing scientific facts, and becoming a useful model for learners but teachers have to be able to design and develop learners through engaging in any learning opportunities, search out and construct meaningful educational experiences that allow them to solve real-world problems and show that they have learned big ideas, powerful skills, and habits of mind also heart that meet educational standards as being stated at ELT Today in Global Community, 2017.

This paper entitles "Instructional Materials Design and Development of English Poetry Class" revealing what to prepare and what to conduct, that later on being called as Two-Whats-To-Do, in teaching English poetry. To implement it in learning process; learners are going to recognize and practice how to analyse poetry to develop intellectual skill and how to write poetry to motivate creativity skill. By achieving these skills, the learners are able to apply capabilities; those are literary research and creative writing especially on English poetry.

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

To develop and implement the Two-Whats-To-Do in teaching English poetry are expected to be the objectives after finishing the process such as learners understand the importance of literary work for life, learners are interested in poetic interpreting and creative writing in all part of excitement and mystery of learning English poetry, and learners express their thoughts, ideas, questions while attempting to interpret a poem. The benefit of the paper is that the Two-Whats-To-Do in teaching English poetry can be a useful model to English literature teacher, learners, devotees, observers, and translators.

Key Words: *design, development, implementation, teaching, English poetry*

Introduction

In education discourse, according to Impedovo, teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artefact (2013: 9). Professionally, teaching activities, for teacher, is a challenge to do in learning process. The challenge is not only what to prepare instructional materials but also what to conduct class management in 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. The teacher should apply one or two or combination of the methods in conducting learning process depending on what Brown stated 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 English teaching, regarding to the fact above, teaching English poetry is very challenging to the teacher to plan how to prepare instructional materials and how to conduct class management in their learning process.

As what Moss (2015) said that teaching gives you a chance to be continuously creative, of course there are increasing levels of accountability in teaching, but teachers are allowed to be creative in every lesson. Even in observations, in fact most of all in observations, lessons are encouraged to be creative and interesting to engage the students. Teachers have so many opportunities to try new ideas, and indulge in interactive processes to ensure the optimum learning environment is created. In facing the challenge in learning process, teachers require to be innovative, creative, and communicative. Those states are the soul in doing any challenge into any activities such as teaching activities. As what cited that innovative is someone that comes up with new ideas, concepts or methods, creative is mental characteristic that allows a person to think outside of the box, which results in innovative or different approaches to a particular, and communicative is to have the ability to communicate, and to exchange thoughts and ideas. Logically, the three conditions should be inside in every person to face any challenge in learning process.

There are assumptions that English poetry is less relevant in English learning objective, one reason why is because it is a frightening subject to learn as what Maher (1982: 17) stated that poetry is getting marginal or not to be a central importance, in learning process because of its objective English learning is communicative competence. Because of it, there are two cases in learning English poetry as if learner dislike poetry or poem, moreover any other literary work, and because poetry can be ambiguous and complex, learners are fear and shy away from learning poetry. These cases should be problems that need solving by English poetry teacher.

To solve the cases, any philosophical ideas in teaching English poetry among other things; Burton Raffel cited in Tedjasudhana (1988: 233) stated that “poetry is not a frightening monster 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 in their mindset that learner should understand the importance of literary work for life, assisting learner in formulating their own poetic interpretation and creativity, learner should not, by any means, feel frightened to express their thoughts, ideas, questions while attempting to interpret a poem, and they are going to be interested in interpreting and creative writing in all part of excitement and mystery of learning English poetry.

The objectives in learning poetry are it is true that poetry can be very laconic in nature with multiple forms of interpretation opportunities, 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 the Two-Whats-To-Do in teaching English poetry are expected at least that the objectives after finishing the process as what Raffel suggested that the learner should understand the importance of literary work for social functional aspects, the learner should deal with formulating their own poetic interpretation and creativity, the learner should express their thoughts, ideas, questions while attempting to interpret a poem, and they have capabilities 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 are that the learner is to express their thoughts, ideas, and questions while attempting to interpret and create a poem.

Review of Literature

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

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 figure 1 is the level classification of thinking 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.

Methodology

In composing this paper, the writer used qualitative descriptive to show what factors have to be prepared in teaching English poetry to learner. The result of the study describes the factors namely planning and conducting in teaching-learning process based on the Revised Bloom’s Taxonomy. The steps conducted within compiling this paper consist of 4 (four) steps, those are (1) determining paradigm, (2) determining approach, (3) specifying design, (4) determining technique and study devices.

At the process of paradigm determination, writer determines way of basic view on subject matter. The subject matter in this paper is to decompose Instructional Materials Design and Development of English Poetry Class, what aim to build of interpretative understanding of about the factors namely planning and conducting in teaching-learning process based on the Revised Bloom’s Taxonomy.

At the approach determination step, the writer uses qualitative approach in literature review that is a review study of description of theory and result as an implementation of the theory, obtained from reference to be basis for research activity to compile clear opinion framework from tested problem formulation. Its meaning is that to decompose Instructional Materials Design and Development of English Poetry Class needs developed theory of the Revised Bloom’s Taxonomy.

The design of literature review needs activities of way of thinking such as those which stated by Baker (2000) that is a literature review requires different kinds of activities and ways of thinking. Effective review creates a basis idea for building knowledge being sustain, facilitating theoretical development, determining research area, and or open new research area (Webster and Watson, 2002). In studying of this review, new idea and other source are united and summarized so that instruct and new theory for research in the future time will be built and proposed by existing evidence (Bolderston, 2008).

At the technique and devices determination step, the writer presents result and discussion by using interpretative technique, therefore, the writer gives an airing to or the critical way of thinking as an philosophical idea to knowledge and theory growth created from interpretation and evaluation of well established the Revised Bloom’s Taxonomy

theory as device which are taught and applied in the world of teaching and educating, either to literary learners, teachers, researchers, devotees, and observers.

Results and Discussion

In this discussion, the writer delivers the factors related to the Two-Whats-To-Do in teaching English poetry to the learner namely planning and conducting as what to see on figure 2 as the following.



Figure 2 Planning and Conducting in Learning Process

Source: the Writer

The participant of the planning is the teacher. The first what-to-do is what bundles should be prepared by the teacher before the second whats-to-do, that is conducting the learning process. The conducting is the class management whose the participants, the teacher and the learner, should be done during the learning process.

English Poetry Course

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

Kategori Kompetensi	No	Uraian Kompetensi	Bahan Kajian/Materi Kajian/Se							
Kompetensi Utama	1	Mampu menjelaskan dan mendeskripsikan isi dan fungsi	Religion Education	Civics Education	Academic Prose/Modern Language	Science/Technology Education	Basic Natural Science			
	2	Mampu berdiskusi secara kritis dan ilmiah	Basic Philosophy and Research Methods	History of Modern Thought	Critical Thinking					
	3	Mampu menganalisis dan menginterpretasikan isi dan fungsi bahasa Inggris	English to Science/Linguistics	Phonetics and Phonology	Systemic Grammar	Eng. Morphology	Eng. Semantics	Eng. Syntax		
	4	Mampu menerapkan prinsip-prinsip, teori, dan konsep dalam menganalisis karya sastra Inggris	Eng. Literature Studies	English Prose	English Poetry	English Drama				
	5	Mampu menguraikan budaya Inggris melalui dengan berfokus pada tradisi dan budaya	Cross Culture Understanding	The US Life & Institutions	The US Life & Institutions	Pragmatics				
	6	Mampu memahami bahasa lisan dalam konteks	English Pronunciation	Basic Listening	Intermediate Listening	Advanced Listening	Listening for Academic Purposes	Basic Listening	Advanced Eng. Listening for Academic Purposes	
	7	Mampu menguraikan materi bahasa Inggris lisan	Basic Speaking	Intermediate Speaking	Advanced Speaking	Speaking for Specific Purposes	Basic Speaking			
	8	Mampu menganalisis karya sastra Inggris	Basic Reading	Intermediate Reading	Advanced Reading	Reading for Academic Purposes				

Figure 3 Matrix of Competence and Courses

Source: PA (2015: C-6)

It can be seen on figure 3 that English Poetry is one of the courses grouped into main competence and its competence formula is that the learner is able to apply English mastery in basic principles of literature properly in cultural context.

SEMESTER 4									
NO	KODE	MATA KULIAH	KODE	STATUS	SKS		JML	ALP	PRASYARAT
					I	P			
1	C11.03401	Advanced Genre-Based Translation	4	MK Wajib Program Studi	2	0	2	MKB	Basic Translation
2	C11.15404	Advanced Genre-Based Writing	4	MK Wajib Program Studi	2	0	2	MKB	Paragraph-Based Writing
3	C11.03402	English Drama	4	MK Wajib Program Studi	2	0	2	MKB	Introduction to Literary Studies
4	C11.03403	English Grammar for Academic Purposes	4	MK Wajib Program Studi	2	0	2	MKB	Basic English Grammar
5	C11.03404	English Poetry	4	MK Wajib Program Studi	2	0	2	MKB	Introduction to Literary Studies
6	C11.25404	English Semantics	4	MK Wajib Program Studi	2	0	2	MKB	Introduction to General Linguistics
7	C11.28401	English Syntax	4	MK Wajib Program Studi	2	0	2	MKB	Introduction to General Linguistics
8	C11.03401	Introduction to Cultural Research	4	MK Wajib Program Studi	2	0	2	MKB	-
9	C11.03405	Listening for Academic Purposes	4	MK Wajib Program Studi	2	0	2	MKB	Basic Listening
10	C11.03406	Reading for Academic Purposes	4	MK Wajib Program Studi	2	0	2	MKB	Basic Reading
11	C11.03406	Speaking for Specific Purposes	4	MK Wajib Program Studi	2	0	2	MKB	Basic Speaking
Jumlah							20	0	20

MKP Mata kuliah Pengembangan Kepraktisan
 MKI Mata kuliah Keilmuan dan Keterampilan
 MKD Mata kuliah Keahlian Berkearya
 MKS Mata kuliah Perilaku Berkearya
 MKB Mata kuliah Berkelompok Bermasyarakat

Figure 4 Curriculum of Study Program

Source: PA (2015: C-10)

Written on figure 4, English Poetry course is the compulsory course to the learner during their study in the fourth semester, two (2) credits, and its prerequisite is Introduction to Literary Studies course. The English poetry is categorized into work and expertise course.

Planning of Learning Process

The Planning is what to prepare before conducting any learning process. The planning is any activities in equipping bundle forms done by the teacher for enriching English Poetry course. Of course, they have to master knowledge of the subject matters which are going to transmit to the learner. To do this planning factor, the teacher has to prepare syllabus, lesson plan, instructional materials, and module based on the course.

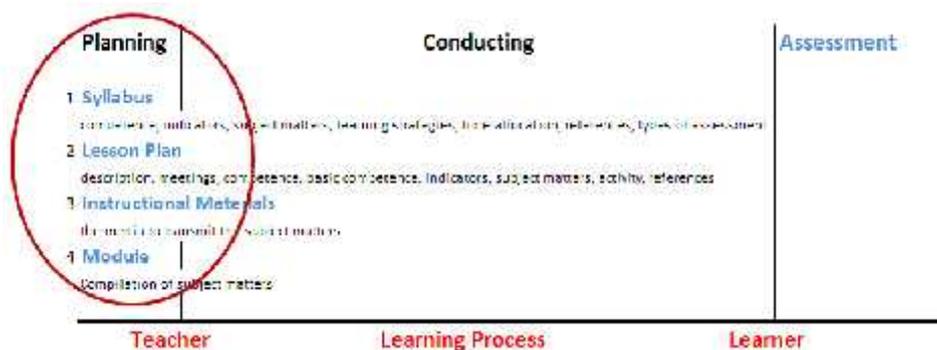


Figure 5 Planning of Learning Process

Source: The writer

Syllabus

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, competence standard, and indicators of learning outcome, subject matters, learning strategies, time allocation, references, and assessment.

SYLLABUS OF COURSE
 Semester : 2
 (Revisi) : 1 February 2017

A. Identity of Course
 1. Course : English Poetry
 2. Study Program : English Literature
 3. Faculty : Humanities
 4. School : UIN Ar-Raniry
 5. Course Coordinator : Widiyanti, S.Pd, M.Pd
 6. Course Type : Elective
 7. Prerequisite : English Literature I

B. Syllabus Overview

Competence Standard	Indicators	Subject Matters	Learning Strategies	Time Allocation	References	Assessment
Students are able to remember, understand, analyze, recall, assess, and evaluate basic principles of English poetic literary research and English poetic writing.	1. Apply basic principles of English poetic literary research. 2. Apply basic principles of English poetic writing.	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. Poem Analysis Frameworks 12. Poetic Terminologies 13. Writing Poems	Bloom's Taxonomy as: 1. Remembering 2. Understanding 3. Applying 4. Analyzing 5. Evaluating 6. Creating	1400 minutes	Strachan, John R; Terry, Richard, G (2000). <i>Poetry: An introduction</i> , Edinburgh University Press. ISBN 978-0-8147-9797-6, Reaske, Christopher R. 2016. <i>How to Analyse Poetry</i> . New York: Simon & Schuster, Klarer, Mario. <i>An Introduction to Literary Studies</i> . 1999. London and New York: Routledge.	Quiz Assigning Middle test Final test

Approved by :

 Prof. Spandri Rizki, M.Ed.

Examined by :
 Head of Study Program

 Dr. Ezzaman, Ph.D., M.Ed.

Developed by :
 Writer

 Widiyanti, S.Pd, M.Pd.

Figure 6 Syllabus of English Poetry Course

Source: The writer

The name of the course is English poetry. Basic competence is the learner is able to apply basic principles of English poetic literary research and English poetic writing. The indicators are skills to apply basic principles of English poetic literary research and English poetic writing. The 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. The learning strategies are remembering, understanding, applying, analyzing, evaluating, and creating. The time allocation per meeting is 1400 minutes. The references to learn are such as (1) Strachan, John R; Terry, Richard, G (2000). *Poetry: An introduction*, Edinburgh University Press. ISBN 978-0-8147-9797-6, (2) Reaske, Christopher R. 2016. *How to Analyse Poetry*. New York: Simon & Schuster, and (3) Klarer, Mario. *An Introduction to Literary Studies*. 1999. London and New York: Routledge. Types of assessment are quiz, assigning, middle test, and final test.

Lesson Plan

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, learning outcome, basic competence, number of meeting, basic competence per a subject matter unit, indicators, subject matters on meetings, learning activities, and references to learn.

PM-11-DENUS-RR-08-05/R3

LESSON PLAN OF COURSE

Code/Course : 01/PSM1/English Poetry
 Credit : 2 SKS
 Duration : 100 menit
 Laboratory : 0 jam

Revisi : 0
 Revisi Date : 1 Februari 2017
 Effective Date : 1 Maret 2017
 Lecturer : Saif Syamsu Rizal, M.Hum.
 Scientific Responsibility : Saif Syamsu Rizal, M.Hum.

Course Description :
 The course consist of Cases, Challenges, and Mindsets in Studying Poetry, Literature, Poetry, and Poem, Poetry Overview, Paraphrasing Poem, Structural Aspects of Poetry, Sound Aspects of Poetry, Meaning, Speaker, Poet, Mood, and Tone in Poem, Theme in Poem, Scansion of Poem, Poetic Analysis Framework, Poetic Terminologies, and Writing Poem.

Learning Outcome :
 Students are able to remember, understand, analyze, report, assess, and develop basic principles of English poetry analysis and write English poetry promptly and correctly.

Weeks	Basic Competence	Indicator	Subject Matters	Learning Activities	References
1	Ability to describe cases, challenges, and mindset in learning English Poetry.	Ability to describe cases, challenges, and mindset in learning English Poetry.	Cases, Challenges, Mindset in Learning Poetry	<ul style="list-style-type: none"> • Preliminary • Introduction of the subject of the course • Presentation • Provide the students to discuss the topics • Closing 	<ul style="list-style-type: none"> • Saif Syamsu Rizal, M.Hum. (2017). <i>English Poetry Analysis Framework</i>. Yogyakarta: UIN Ar-Raniry Press. • Saif Syamsu Rizal, M.Hum. (2017). <i>English Poetry Analysis Framework</i>. Yogyakarta: UIN Ar-Raniry Press. • Saif Syamsu Rizal, M.Hum. (2017). <i>English Poetry Analysis Framework</i>. Yogyakarta: UIN Ar-Raniry Press. • Saif Syamsu Rizal, M.Hum. (2017). <i>English Poetry Analysis Framework</i>. Yogyakarta: UIN Ar-Raniry Press.

Figure 7 Lesson Plan of English Poetry Course

Source: The writer

On figure 7, the course description is 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, their learning outcome is learners are able to remember, understand, analyze, report, assess, and develop basic principles of English poetry analysis and write English poetry promptly, the basic competence is learners are able to describe cases, challenges, and mindset in learning English Poetry, the meeting is the first one, the indicator is ability describe cases, challenges, and mindset in learning English Poetry, the subject matter is cases, challenges, and mindset in learning English Poetry, the learning activities are preliminary, presentation, and closing, and the mentioned references to learn.

Module

Module is compilation of the subject matters to teach which taken from any references online or printed. This module is well designed medium to help the teacher to master the subject that will be transferred to the learner.

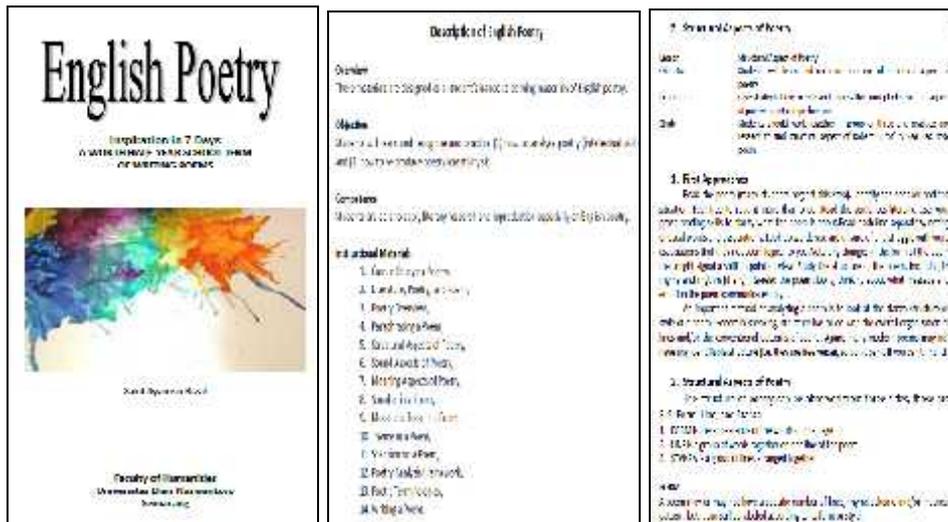


Figure 8 Module

Source: The writer

Instructional Material

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

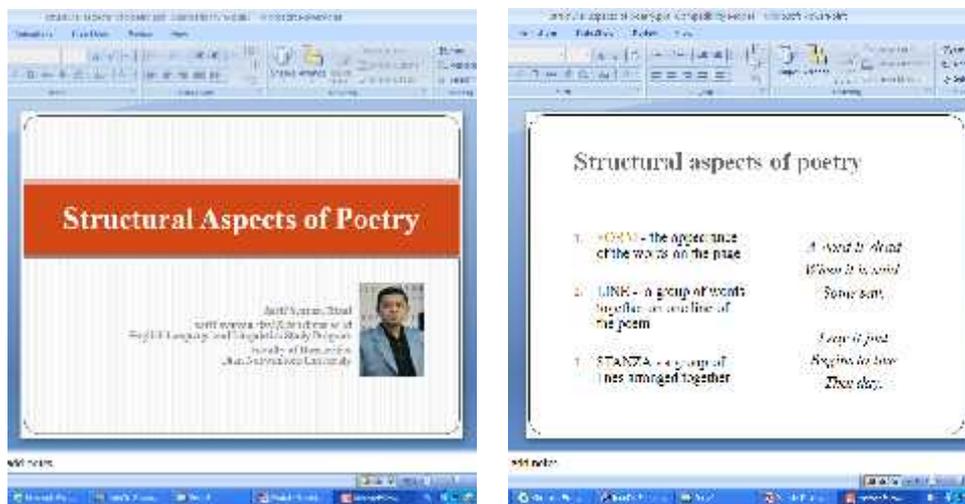


Figure 9 Instructional Materials

Source: The writer

Conducting of learning Process

Conducting is the second what-to-do in executing any learning process in the class. The executing is any activities which have to be done by the teacher in transferring the subject matters. The participants of this process are the teacher and the learner. 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 learner after finishing the class.



Figure 10 Conducting of Learning Process

Source: The writer

After finishing the planning factor, namely composing promptly the syllabus, lesson plan, module, and instructional material, the teacher surely have any knowledge of the subject matters which will be transferred into the learning process to the learner. By finishing the planning, it is an indicator that the teacher are well ready materially and mentally to teach. The figure 2 to 10 can be a guide for the teacher 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 learner. Success of the learning process can be seen in assessment by delivering any questions related to the subject matters that the learner get during the learning process.

By applying BT in the classroom, the teacher has to use for interrelated orientation of taxonomy, competence, and functional ability of the learner. The taxonomy represents classification of the learner’s thinking level, the competence is the learner’s learning outcome during transferring the subject matters, and the functional ability is a skill that will be achieved by the learner after finishing the learning process.

On the chart 10, it can be seen that (1) at the taxonomy of remembering level, learner’s 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 learner can remember the information or not, (2) at the taxonomy of understanding level, learner’s 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 learner can explain ideas or concepts or not, (3) at the taxonomy of applying level, learner’s 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 learner can use the information in a new way or not, (4) at the taxonomy of analyzing level, learner’s 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 learner can distinguish between the different parts or not, and (5) at the taxonomy of evaluating level, learner’s 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 learner 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 learner 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 way but in 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 learner is able to apply basic principles of literary research and create poetry in English. Or, the objectives after finishing the learning process, the learner will get two skills such as recognizing and practicing how to analyse poetry as intellectual skill and how to create poetry as creativity skill.

Conclusion

The factors related to the way how to teach English poetry to learner namely Planning and Conducting. Planning is what to prepare before conducting any learning process.

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

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

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

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

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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Noted websites:

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