IMPLEMENTATION OF INTEGRATED AND COMMUNICATIVE APPROACH IN EFL POETRY CLASSROOM

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Abstract

This study intends to describe the implementation of integrated and communicative approach for teaching poetry. Integrated and communicated approach consist three main activities; pre, while and post activities. This study employed a qualitative method with case study approach. The number of subjects in this research is 48 students of STKIP Muhammadiyah Pringsewu. The finding showed integrated and communicative approach could be used for teaching poetry in EFL class since it was enable the students comprehend as well as read aloud and created of poetry easier. Moreover, it is also helped the students to understand the text depth conceptually and linguistically.

Keywords: Integrated and Communicative Approach, EFL Poetry Classroom

1. INTRODUCTION

English poetry has been integrated in English curriculum in many ESL/EFL countries as well as in Indonesia for many years. The aim of teaching poetry is to enable students to comprehend and analyze the linguistic structure, literary style, figures of speech, and rhetoric, and to develop students' cultural understanding and expressive abilities. Teaching poetry in EFL/ESL language classes gives some benefits to students as many practitioners have proven. According to Collie and Slater (1990:3) there are four main reasons which lead language teacher to use poetry in the classroom; valuable authentic material, cultural and language enrichment, and personal involvement. Then, Khatib and Daftarifard (2013) reported that inclusion of poems in EFL intermediate classroom had a causal effect on learners' intrinsic reading motivation. Moreover, students' vocabulary and linguistics development could be build through poem (Alabi, 2015). It is

implying that poetry is an effective source to be applied in English language classroom.

Although a poem gives much contribution on students' performance, most students in a second or foreign language setting sometimes regard poetry as being less important than language. Sharminnie, et al (2009), for instance, found that majority of Malaysian upper secondary students were reluctant to learn poetry because they thought learning poetry gave a little contribution to language skill development and they probably considered it insignificant to any advancement in their studies or their future carriers. A similar situation happens at STKIP Muhammadiyah Pringsewu where the students commonly underestimate poetry course since they assume that poetry gives few contributions both to their study performance and to their future teaching career.

Another reason underlined on students' reluctant in learning poetry is that in many EFL classrooms, poetry was still taught traditionally where the teacher practiced traditional teacher center approaches which neither aroused students' genuine interest in the subject being taught nor involved the students in any meaningful classroom interaction (Dutta, 2001, Yusef, et al, 2016). Moreover, Hughes (2007) stated that the dominant model of teaching poetry was done through printed text and focused on finding one meaning to be dissected. Furthermore, often do the teachers report uncomfortable feeling when teaching poetry, either because they are not sure how to teach it effectively due to lack of pedagogical role models or because they find it elusive for being taught to students.

To gain the objectives of teaching as well as to solve students' problem in learning poem, an appropriate approach should be utilized. One of approaches which could be used in teaching poetry is integrated and communicative approach. In this method, language skill will not be taught in isolation but in an integrated way incorporated with a linguistics approach which utilizes some of strategies used in stylistic analysis, exploring texts literary from the perspective of style and its content and form. In this approach, students-centered activities are promoted which as what Collie and Slater (1990: 8) suggested, that is, adding fresh momentum into teaching of literature by stimulating learners' desire of reading and encouraging their responses.

Activities in form of predicting, gap filling, creative writing, role playing, and media transferring are used and those activities are done under supervision of the teacher where in this approach she/he does not act as assessor or corrector, but participant guide (Dutta, 2001).

Researches on applying integrated approaches in teaching poetry have been conducted previously by researchers. Divsar and Thariri (2009) investigated the effectiveness of an integrated approach for teaching literature in EFL context. The findings showed that integrated approach was effective for teaching literature. Moreover, it assisted students in acquiring the language more effectively and facilitating students' socio-cultural competence and interpretative abilities. Then, Yimwilai (2015) conducted research on the effectiveness of the integrated approach for English teaching in a foreign language classroom and how it related to students' achievement, critical thinking skill, and attitudes toward reading literature. It was reported that integrated approach was effective for teaching literature. The achievement test scores, critical thinking skills improvement, and attitudes toward reading literature of the experiment group were significantly higher than the control group. Different from the previous studied; this study aims in describing the implementation of integrated and communicative approach for teaching poetry.

2. RESEARCH METHOD

This research applied a qualitative method through case study approach. The number of subjects in the research is 48 students of STKIP Muhammadiyah Pringsewu who joined English literature class. The sources of data of this research are the lecturer who teaches poetry class, his documents of teaching in form of syllabus, lesson plans, teaching materials and the teaching-learning process in the poetry class. The collecting of data was done through deep interview, documentation and observation. Interview and observation were done to gain real information about how the lecturer planned, conducted, and scored students' work. Documentation study was done to learn the teaching documents prepared by lecturer such as teaching material, syllabus, and lesson plan of poetry course. The validity of data was gained through continual observation and triangulation of data source. The triangulation of data source was used to

collect the information from both of lecturer and students in the poetry class. Then, checking activity, recheck, and crosscheck were done by the researcher. The data of the research were analyzed through a qualitative analysis which consists of three analysis steps namely reduction of the data, data presentation/display, and drawing conclusion.

3. FINDING AND DISCUSSION

The finding of the research covers the lesson plan and objective of poetry course, teaching material and strategy selecting phase, and implementation of integrated and communicative approach in the poetry class.

The syllabus, lesson plan, and objectives of poetry course

Syllabus and lesson plans are essential documents in teaching poetry course since they are used as guidance for the lecturer in conducting teaching and learning process for the whole semester. The lesson plans of poetry course specifically tells weekly activities which will be done in the poetry class. The syllabus and lesson plans of poetry course cover some components; identity, description of course, learning attainment in form of affective attainment, general and specific attainment, knowledge attainment, material, and model/methodology used, kinds of assignments, assessment plan, and references. The objective of teaching poetry in English study program of STKIP Muhammadiyah Pringsewu is to enable students in appreciate/ comprehend, read aloud, and create poems.

Selecting material and learning strategy

Activity in selecting material and strategy of the course is such a challenging activity for the lecturer. The genres of poem that can be used in teaching are plenty. However, the lecturers have to pay more attention in choosing the poem he wants to deal with in the classroom. Some consideration should be noticed like the need of students, their interest and motivation, and also students' social and cultural background. Moreover, it is needed for the lecturer to select poem with appropriate length and it should be appropriate with the level of students' comprehension. Some short poems will be easier to be used within the class time availability, but longer poem like Robert frost's "The death of a hired man" could

be used since it provides a story, contextual details, and development of the character and plot. Hence, it will be interesting for the students. Furthermore, using of contemporary poems where the syntax is more likely similar to language text books will be better than the classical poem.

Besides selecting materials which are appropriate with students' condition, selecting learning strategies is also very important. The use of right strategy will support the successful learning process. In conducting teaching of poetry, the lecturer used approaches which focus on students centered-learning. An integrated and communicative approach is used in the process of teaching poetry. This approach is chosen since though some integrated activities, teaching and learning poem become productive and enjoyable.

The application of integrated and communicative approach

Poetry course is conducted in two hours on Wednesday once a week. The integrated and communicative approach is applied through classroom activities which are divided into three categories; pre-reading activities, whilst-reading activities, and post reading activities. Pre-reading activities consist of warming up activity which can provide a forum to elicit from students and respond to ideas and issues in prescribed text. While-reading activities aim at helping the students to experience the text holistically by developing a fruitful interaction between the text and the reader. Meanwhile post-reading activities encourage students to reflect upon what they have read and they generate thoughtful discussion on different issues related to both language and literature arising from the text. The following is the application of integrated and communicative approach by the lecturer in teaching poetry:

(A)   Pre-reading activities

In pre-reading activities for generating inference, the lecturer asked the title of the poem and gave illustrations such as giving important clues, keywords, ice-breaking and language exercise.

(B)   While-reading activities

After giving pre-reading activities and students were ready to read the text, the lecturer started this phase by reading the poem loudly in the classroom. Then he asked the students to read the poem silently and loudly both individually and in pairs.

After that, the lecturer gave the students language exercise. The last activity in this step is rechecking again the inference made about the text in pre-reading activity.

(C) Post-reading activities

The aim of post-reading was to create a suitable situation for the students to express their reaction to reading the text. In the phase, firstly the lecturer posed comprehension questions, and then he gave language exercise in form of giving antonyms, changing the use of present tenses to past tenses which created a different version of the poem, and asking the students to study structural peculiarities of the poem. The second activity was asking the students to memorize stanza of the poem. In the next step, the lecturer asked the students to re-write the poem than conduct a role playing activity.

4. CONCLUSION

In teaching poetry course, the lecturer started the activities in form of preparing the syllabus and lesson plans, determining the objective of the course,

and selecting the materials and teaching technique. The integrated and communicative approach really helped the students to understand the text depth linguistically and conceptually and it was very beneficial to develop interpretation and evaluation skills.

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