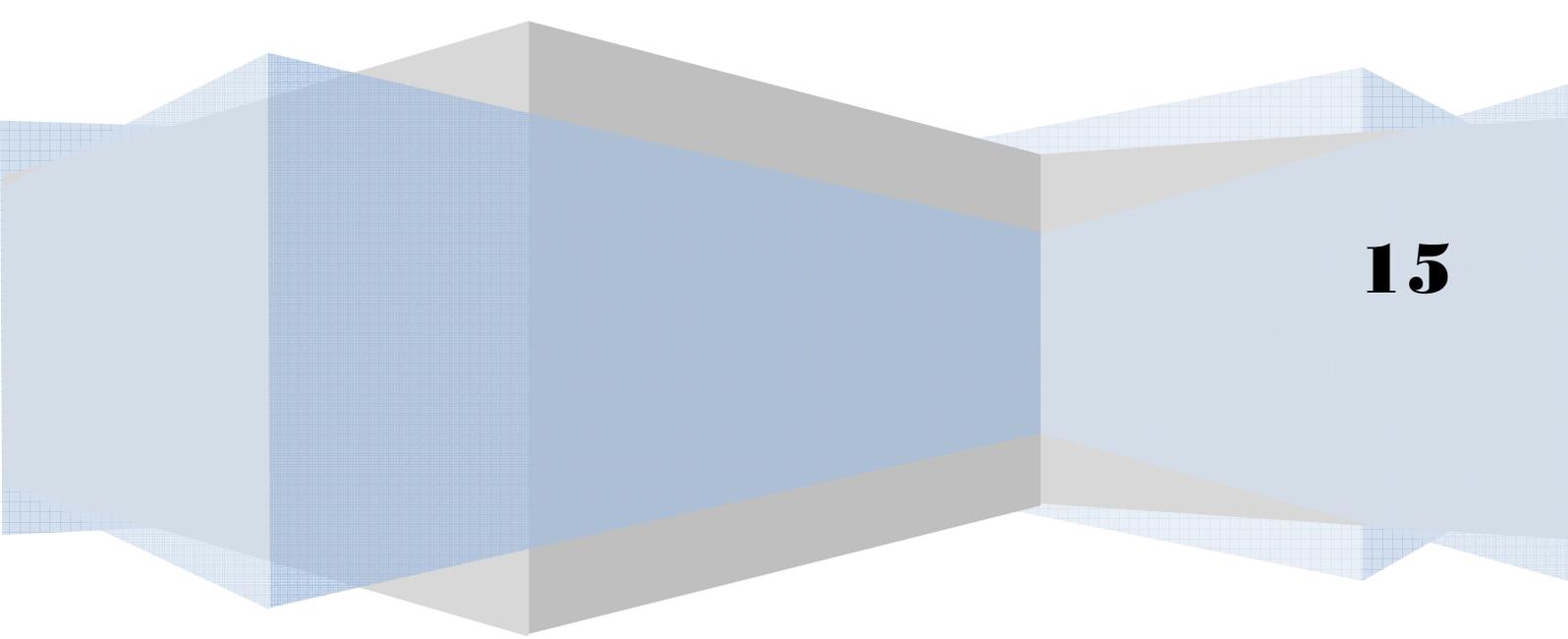


Dr. Suswati Hendriani, M.Pd., M.Pd
Yulnetri, S.S., M.Pd.

Poetry-Based-Method (PBM)

A Teacher Guide

Sekolah Tinggi Agama Islam Negeri (STAIN) Batusangkar



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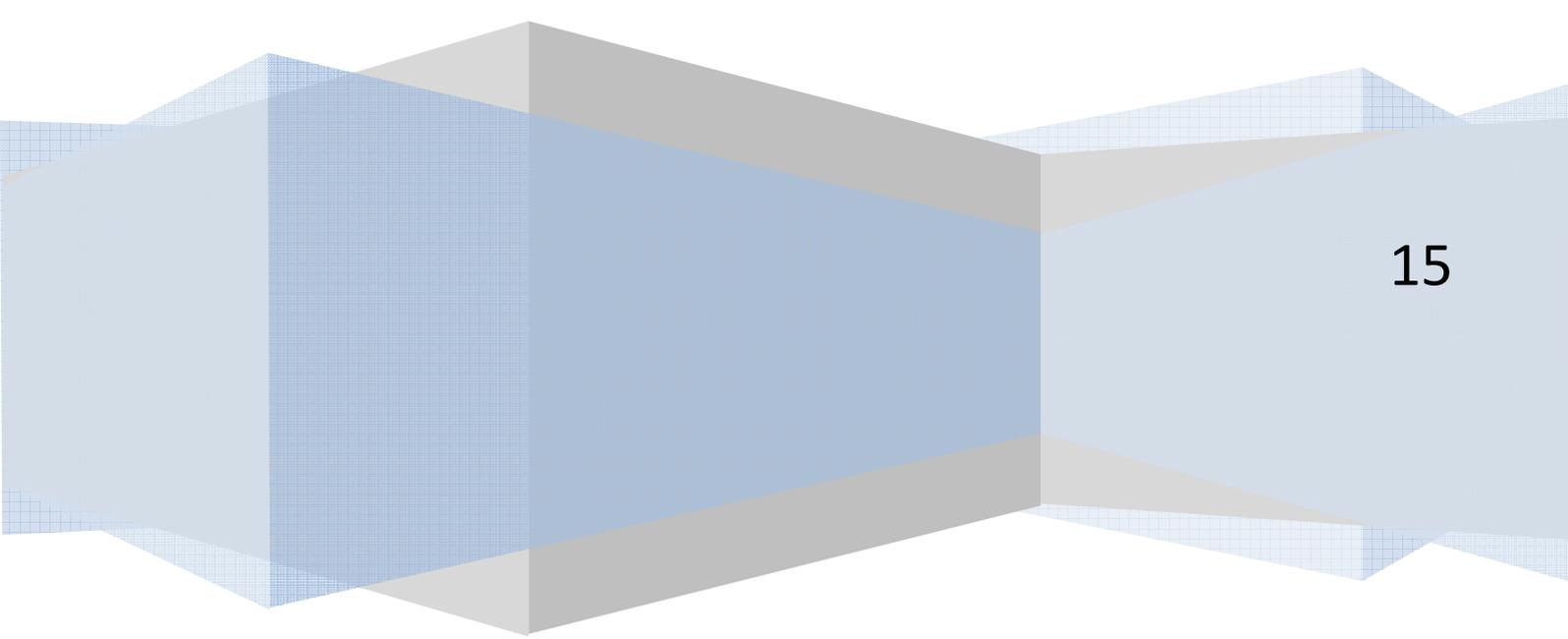
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Dr. Suswati Hendriani, M.Pd., M.Pd.,
Yulnetri, S.S., M.Pd.

POETRY-BASED-METHOD (PBM)

AN INTRODUCTION

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Unit 1

Introduction

In this unit, you will know:

1. The objective of this module
2. The requirements to be followed
3. The contents of this module

A. Objective

This module is aimed at enabling English teachers to implement a new method of teaching English grammar. By having an understanding of how to implement this new method (PBM), the teachers are expected to vary their teaching method and, as a result, students' bad attitudes towards grammar can be changed into positive ones and their grammar mastery will improve.

B. Requirements

In order that this module can give you positive impacts and optimum results, you should:

1. Have good spirit and commitment to move forward;
2. Be willing to devote your time to read this module seriously and apply what is stated in this module;

C. Short Description of the Contents

This module consists of five units:

In Unit 1, three points are discussed: the objective of the module, requirements for PBM application, and the description of the contents.

Unit 2 consists of three parts: (1) Interrelationship between grammar points and poem construction; (2) How to construct a poem based on the grammar points that you have selected; and (3) Samples of grammar points and teacher-made poems.

Unit 3 exposes the steps of PBM so that grammar lecturers or English teachers will be able to implement this method in their own classrooms.

Unit 4 exposes the procedures of how to implement PBM in a grammar class. The given sample of implementation of the method will show the readers of how to implement the method in the classroom. Through the sample, the readers especially English teachers or lecturers will get the idea of how to operate the method in their own classrooms.

Unit 5 is aimed at evaluating the readers' understanding on the units you have already read. Your ability to answer the given questions is an indication of your

readiness to implement the new method in your own classrooms. Moreover, your ability to do the activities as required also shows how your understanding of the new method is.

Dr. Suswati Hendriani, M.Pd., M.Pd
Yulnetri, S.S., M.Pd.

**POETRY-BASED-METHOD (PBM)
SAMPLES OF USING GRAMMAR POINTS TO
CONSTRUCT A POEM**

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Unit 2

Using a Grammar Point to Construct a Poem (A Sample)

In this unit, you will:

1. Know interrelationship between Grammar Point and poem construction;
2. Be able to construct a poem based on the grammar point that you have selected; and
3. See the samples of grammar points and teacher-made poems.

A. Interrelationship between a Grammar Point and the construction of a Poem

In order to be able to implement PBM into a grammar lesson, an English teacher should construct his or her own poem or use the already available poem containing the grammar point to be mastered by his or her students. In fact, sometimes it is difficult to find a poem containing the grammar point to be taught. In such a case, the teacher must construct his or her own poem. In the poem he or she has to insert the grammar point to be learned by her students into the poem he or she is going to

construct. This way, the teacher-made poem reflects the grammar point that the students are going to learn in the classroom.

B. How to Construct a Poem for Teaching Grammar

To teach grammar through this method, a teacher should have a poem in his or hands and the poem must contain the grammar point to teach. In case she or he does not find the poem of such kind or if she or he does not have it, she or he has to construct her or his own poem.

To construct a poem is not a difficult thing. As long as you have a will, the job of poem construction will an easy thing and even enjoyable. Where there is a will there is a way. To construct a poem to be used in PBM, you can use your own experience, others' experience, or your own imagination. The most important thing is the poem must contain the grammar point to be taught to your students.

C. Samples of Grammar Point and Teacher-Made Poems

In this following part, some grammar points will be provided together with the samples of teacher-made poems

1. Grammar Point: Passive Voice

THINGS ARE SOLD

By Yulnetri

An old man ever whispered
Once **this land was blessed**
With gold, diamonds, and jungles
Now, **they have been destroyed by the greed**

A wise man says, beware youngsters
This land was sold
By irresponsible powers
Judging themselves as landlord

An old wise man reminds, all youngsters
Forgive us for not devolving you nothing but debts
You are the children for tomorrow
Fight for your right of living wealthy
Free yourself from fears and ravens,
Take back the things which are sold

Fall in Love

by: Yulnetri

O, Lord, tell me what love is
All my life I've never found
I've fallen before
But hardly in love

Once, I saw rainbow after the rain
What lovely scenery I've ever seen
Hanging on the sky red, yellow, blue and green.
I fell in love
but, **it was destroyed by a sudden rain** again
It has disappeared and gone

Now here I am
I just want someone
whose shoulder can be leaned on
but, here I am, still alone
and cry on my own.

O Lord, I just need the one
Who will make me fall
Into his life.
in his heart.
and in love.

2. Grammar Point: Modal Auxiliary

To My Daughter

by: Yulnetri

What a lovely moment
Days, weeks, months, and even years
Seeing you have grown up
Like a rose, a rose blossoming
Garnishing our front yard.

Dear girl,
Years pass through so fast
But still **I can feel you**
Sleeping deeply in my arms
I cuddled you so tight
Even nasty wind may not touch.

Dear girl,
Years pass through so fast
You've an enchanting blossom
Which might charm bugs and bees

Be aware my child,
They will come near and close
Flattering you with a love song
That can make you fly
Fly over the sky high

Be aware my girl,
Their honey offers you
Tender and care which make you
Dream to live forever
Yet, they are hiding a harmful sting
That may make you suffer.

Harry

by: Yulnetri

He meant a lot to me
He flourished my day
His kindness could brighten an angle of
the dark sight of my heart

He lived somewhere, and few could be aware
Remaining as an ordinary
He is for me an extraordinary
He could triumph my selfishness
Till I prepared to share

But he is dwelling in a place
Where I can no more hear his voice
The place I cannot touch his face
God has called him back
To where he might belong

3. Showing Relationship between Ideas

- a. Parallell Structure: Both and, not onlybut also, either.....or, neither..... nor)

How Green I was

By: Suswati Hendriani

When I was a little child

I wanted to do many things

I intended to reach starlets

I loved to swim in a dirty river

I hated taking a bath with beauty soap

I used to play with my "green" friends

Do you know, I had many dangerous hobbies?

I remember both going to a forest and climbing dangerous hills with my closed friend

Both my friend and I got lost in the jungle

My friend and I were either very scared or very frustrated

My friend and I regret either stealing others' belonging or making our mom get upset

Either my friend or I was in a great trouble

We were neither happy nor excited

We had neither food nor drink

Not only my friend but also I cried at that difficult moment

We tried not only to find our way home but also to get something to eat or to drink

Thanks God, we were finally found by a carpenter

Now, I'm smiling

I remember being so green in my childhood

b. Connectives that express cause and effect, contrast and condition

A RENDEZVOUS

By: Suswati Hendriani

Sitting here alone, I imagine life without family, without friends

How sad! How miserable!

Then, I imagine my rendezvous with my big family

How happy! How excited!

Can you feel it?

We will be both happy and excited when we meet our family

We will meet either our mom or our dad

Either brothers or sisters will welcome us

We will not only gather but also spend our time happily

We will be neither sad nor sorrowful

Sometimes, we are so happy that we forget to do things

Sometimes, we work so busily that we forget to eat

We have so many tasks to do that we are called busy people

We have such a happy family that we long for home, for a rendezvous

Because of our happiness, we feel that time flies so fast

Due to our jobs, we must end our togetherness

We have to work again. Therefore, we must leave our lovely country

We work in cities. Consequently, we must accept this condition

Good bye mom, dad

Your children feel comfortable staying here with you

Good bye brothers, sisters

Our jobs force us to leave you

Our workplaces are waiting. We have to leave you all, consequently

4. Adverbial Clause

DO YOU MISS ME?

By: Suswati Hendriani

I so long for you that I almost cry
I miss you so much that I want to fly
It is such a lonely day for me that I feel so bad
You are such a kind person that I always remember

Due to our closed relationship, we miss each other
Because of our togetherness, we feel inseparable
Do you miss me?

Even though we are far away, I believe that our hearts are closed
In spite of our far distance, I believe that our hearts are closed
Although our hearts are closed, we cannot sit side by side

I am here, while you are there
I am in this town, whereas you're in that big city
Do you miss me?

If you have leisure time, will you visit me?
But, I'm sure that I'll visit you whether or not I have free time
I have made up my mind. Consequently, I will meet you this autumn.
Even if I don't have free time, I will meet you
Will you wait for me in case I need to reach you?
In the event that you need to reach me, I'll be here waiting for you, in our lovely town.

I'll be here waiting for you unless something bad happens to me
I'll be here waiting for you if something bad does not happen to me.
Provided that I'm well, I'll be here waiting for you

I Need You Badly

By: Suswati Hendriani

Since you came to my hometown, you've changed my life

Since coming to my life, you've made me happy

After you helped me, you made me realize that life is beautiful

After helping me, you made me change

There is a change in me

While you were walking, you spread your sense of humor

While walking, you showed your grace

Walking slowly, you made my heart beat fast

Remembering you, I feel so lonely

Being unable to forget you, I sometimes cry

Unable to forget you, I sometimes smile

Coming to my heart, you smile widely

I will remember you all the time. Otherwise, my heart will be so empty

I must forget you, or else I will be in misery

Despite the fact that you are my best friend, we sometimes quarrel

Now that you are here, I feel flattered

How can I forget you, friend?

I need you badly

Always

5. Noun Clause

Don't Be a Troublemaker!

By: Suswati Hendriani

I know who you are

I know where you live

I know what you do

I know why you are here

I know all the things about you

That you are imaginative is known to all

That you are a big liar is incurable

That you are so illusive is ignominious

That you are bossy is so obvious

That you make others annoyed is incongruous

I think that you are a great pretender

I know that you are a troublemaker

I don't know what the matter is with you

I don't know whether you still have something "new"

I don't know if you have a heart

I wonder whether or not you come from this planet

Stop being a tedious person!

Stop being a disturber!

Don't be a troublemaker!

Am I a Fuss-Budget?

By: Suswati Hendriani

They say that I am boring

They say that I am annoying

Hadi demands (that) I be his only friend

Tika insists (that) I be a good man

Jay recommends (that) I not get a tan

My sister asks (that) I not go camping

My brother recommends (that) I not go mount-climbing

My mother advises that I stop smoking

My father suggests that I quit fighting

My teacher proposes that I avoid cheating

My neighbors request that I stop clubbing

It is important that my emotion be controlled

It is essential that I be a good boy

It is necessary that I be happy

It is imperative that I not be stingy

All those things are ok for me

I'm not a fuss-budget, really

6. Adjective Clause

I Envy You

By: Suswati Hendriani

"I envy you" she said

"Why?" I asked

"You possess the things I don't" she said

"So, what?" I said

"You are rich. That makes me envy" she described

"It has nothing to do with you", I explained

"Your house is equipped with an antique table. The top of it has jade inlay" she mentioned

"Why bothers?" I asked

"Your table owns gold border" she continued

"You envy me. That bores me. Stop it!" I said

"I can't. I turn green with envy" she said

"Your envy is "extraordinary", which worries me", I said

"Don't worry. Now I have another one that deserves to be envied", she said

"Who is the next victim?" I wondered

"She is the girl living next to your house" she answered

"But why?" I urged

"You are so curious. Your curiosity bothers me" she replied

"The words expressed by your mouth cannot be tolerated" I got angry

"How come you are so annoying?" she asked

"You are so annoying. That annoys me" I answered

"What?" she asked

"No what what!" I said

Know Your Idol!

By: Suswati Hendriani

Do you have idols?

Why do you idolize them?

Do they deserve to be your idols?

If so, do you know your idols well?

If you do, can you guess who these people are?

They are multi-talented young boys

They are idols of many teen-agers

They are good-lookers

They are singers who wear stylish costumes

The boys who are very handsome attract attention of many young boys and young girls

The singers whom you always wait usually sing a good melody

When they sing on stage, the audience shouts hysterically

Provided that they appear on TV, you will watch them attentively

The singers whom you idolize come from overseas

The singers whose country is far away are adored fantastically

The boys hypnotize you who overly eager to meet them

The singers whose songs you often sing are good dancers

The singers who join in a boy band sing your favorite songs

One of their songs is entitled "Sorry, Sorry"

Do you know the boy band?

Super. You are a good fan

One hundred for you

Stop Your Jealousy!

By: Suswati Hendriani

Why are you so jealous?

Your jealousy renders me helpless

Don't you know she is the girl whose name you often hear?

Don't you realize that she is the person whom you adore?

Don't you understand that she is the person whom you wait for?

She is a girl who often renders memory songs on the radio

The song which we often listen to is "Hello?"

Don't you know she is the girl whom you have ever met?

Do you still remember the day when you two met?

On that day she gave you a souvenir

How can you forget the day on which you were so curious to know her?

The country where she comes from is next to ours

Why should you be effusive?

You are one of her admirers?

You know her well

Don't you realize it?

She is the one who is really illustrious

Stop your jealousy!

Don't be a crybaby!

Dr. Suswati Hendriani, M.Pd., M.Pd.
Yulnetri, S.S., M.Pd.

POETRY-BASED-METHOD (PBM)

PBM TEACHING STEPS

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Unit 3

PBM Teaching Steps

This unit discusses PBM teaching steps. To implement the method, you need to understand the teaching steps well. Initially you should read all the steps intensely. After reading this unit, you will know how to teach grammar through PBM based on the provided teaching procedures.

If you plan to implement the PBM in your own classrooms, there are several steps to be followed, as follows:

- a. All of the steps from the first phase are the same until the end. For the first meeting, specifically, the teacher (him/herself) provides the students with a poem containing grammar points to be learned on that day. For the next meetings, the teacher provides the students with a teacher-made poem containing previously learned grammar points and those to be learned on that day's meeting. In this stage, the teacher asks one or two students to read a teacher-made poetry (the whole poetry) voluntarily. In case, there is no one willing to do so, the teacher will decide it. Then, an individual student is asked to recite the poetry in turn sentence by sentence. This activities are aimed at focusing students' attention, enlarging student's vocabulary, improving students' pronunciation, increasing students' participation, and introducing (and reviewing) grammar points, and arousing their interest and motivation.

- b. The teacher, then, models on how to recite the poetry. The purposes are indirectly correct students' mistakes of pronunciation and improve their listening skills.
- c. The teacher gives the students an opportunity to understand the content of the poem. The purpose is to improve their reading comprehension.
- d. Then teacher asks the students to translate the poem orally, individually, and voluntarily. In case the students get difficulties, the teacher will guide them. This activity will improve the students' translating ability.
- e. The teacher highlights the previously learned grammar points contained in the poetry for reviewing and the new grammar points for that day's instruction. In other words, the teacher tries to guide the students to understand the previously learned and the new grammar points by underlining several words and, then, asks some questions to help the students understand. These activities are aimed at making the students master the grammar of the last and new materials.
- f. Next, the teacher divides the students into a group of four or of five in which one of the members of the group should be the one who has good understanding of previously learned materials. The group is changed over time. The teacher, then, asks them to fill in the blanks of the teacher made-poem they have just read or to do a cloze-procedure exercise based on the blank poem. In this step, they will share ideas and discuss the possible words to be filled into the blank poem. Through this activity, the students are expected to be able to improve their grammar mastery, their

speaking ability, their creativity, their attitudes toward grammar, their writing ability, and their cooperation.

- g. The teacher asks one (or two representatives) to recite his or her (or their) new poem in front of the class and asks other students to pay attention and understand the recited poem. These activities will improve the students' listening comprehension, pronunciation, and their reading aloud.
- h. The teacher shows all the students the newly constructed poem by using in-focus. In case the lamp is out, the poetry reader may be asked to write her/his poem on the board. Then together with the students, the teacher gives feedback to the poem constructors (the group whose poem is presented). These activities may improve the students' critical thinking, writing ability and the whole class grammar mastery.
- i. If there is enough time, the teacher can continue to the next activity, namely asking individual students to orally fill in the previously used blank poem in turn. Then, the teacher asks one or two students to sum up the content of the newly constructed poem. If it is not possible, the individual students may construct a new poem using grammar points they have learned at home and recite it in the next meeting. These activities will improve the students' attitudes, their pronunciation, their bravery, their creativity, their self-confidence, and their grammar mastery.

Dr. Suswati Hendriani, M.Pd., M.Pd.

Yulnetri, S.S., M.Pd.

**POETRY-BASED-
METHOD (PBM)
A SAMPLE OF THE
IMPLEMENTATION OF PBM IN**

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UNIT FOUR

SAMPLE OF POETRY-BASED-METHOD ACTIVITIES

A. Introduction

This unit offers a sample of how the Poetry-Based-Method (PBM) works on teaching Conditional Sentence. This method has been implemented to an experimental group within three meetings. In order to check the effectiveness of this method, the writer (as the lecturer) did pre and post tests before and after the treatment. Then, the writer compared both the result score of the pre and the post tests. At last it was found that the PBM was effectively improved the students' grammar mastery on Conditional Sentence.

People often make wishes when they want reality to be different, to be exactly the opposite of (contrary to) the true situation. For example, we often imagine us to be somebody else. A student wishes to his or her teacher, a human imagines if s/he is a bird, etc. The verb *wish* is often used to express impossibility or improbability; the speaker wants reality to be different than it is.

Here, the students are taught how to write that wish in **Conditional Sentence**. At the end of the following activities they will be able to create their own poem containing conditional sentences and use that kind of sentence properly. This section is divided into to Grammar Points, that is Conditional Type 1 (given at the first meeting) and Conditional Type 2 and Type zero are given at the following meeting.

B. Activities of PBM

1. Providing the students with a poem containing the grammar points of Conditional Sentence. In order to adjust the material of the poem and the students' level it is recommended that the teacher creates the poem by her/himself.

The following is the sample of the poem authored by the writer. It was given to the students in experimental group:

Daddy

By: Yulnetri

My life is so hard
that makes us apart
At this special moment
I just want to say, "You are mine".

I wish you were here
So many things we can share
I wish we could meet again
I wish I could hold you tight

I realize I was a fool
I wish I had listened to your advice,
I would not have lost like this

O, God... Do I still have a chance
A courage to face him again?
I wish he will open his heart and mind
To accept me as the way I am.

2. Having two students to recite the poem voluntarily in front of the class to motivate them to read. Then asking each student to read in turn sentence by sentence. Just as reading the poem helps the students see how a lot can be said in very few words. This aims at focusing students' attention,

pronunciation, and interest, as well as introducing the grammar points initially.

3. Remodeling on how to recite the poem in order to give indirect correction of the students' pronunciation. In this phase, the teacher recites the poem with stressing on the correct meter and pronunciation.
4. Dividing the class into some small groups and giving them some time to understand the literary focus of the poem as follows:

The sample of literary focus given in the experimental group

- a. What does the poem generally tell about?
.....
.....
- b. Who speaks and to whom does he or she speak? Explain your answer!
.....
.....
- c. Pay attention to the last words of each line in the first stanza. Do you recognize the sound pattern?
.....
.....
- d. What does "open his heart and mind" mean? Does it have the same meaning with "open the door"?
.....
.....
- e. Imagine that your father is here with you. Please say anything about your wish in the past and in the future to him
.....
.....

5. Then, the teacher also asks the students to transfer the poem into their first language orally in order to train their individual translation ability.
6. The teacher highlights the previously learned grammar points existing in the poem. In this case, she/he can preview the today Grammar Focus: Conditional Sentence type 1. As seen in the previous poem. (letter color is red).
7. After discussing the Grammar point, the students are asked to write their own poem. in order to ease them, the teacher provides them with the blank verse of the original poem (in this case, **Daddy**)

Here is the sample of Grammar Focus (Conditional Sentence) found in the poem:

<p>a. I wish <u>you were here</u></p>	<p>This sentence (a) is a conditional sentence that the subject, (I), wishes something which is contrary to the true situation. A noun clause usually follows wish. Special verb forms are used in the noun clause. In sentence a., the speaker expresses a wish about a present situation, s/he uses a <i>past verb</i> form.</p> <p>Pattern: I wish + Past Tense Past Tense: S + Verb 2</p>
<p>b. I wish <u>we could meet again</u> c. I wish <u>I could hold you tight</u></p>	<p>The sentences (b and c) also express a wish about a present situation. Past future form (as <i>could, would, and might</i>) is used.</p> <p>Pattern: I wish + Past Future Past Future: S + past modal + Verb 1</p>

Check this out!

TRUE SITUATION	A WISH ABOUT THAT SITUATION
You are not here	: I wish you were here
I am not at home in bed	: I wish I were at home in bed
I don't have a bicycle	: I wish I had a bicycle
I can't swim	: I wish I could swim
I can't meet my father anymore	: I wish I could meet him again

Pay attention to sentence b: *were* (instead of *was*) is usually used for all subjects (singular and plural). Thus it becomes:

I wish I were a doctor.

I wish she were my sister

Ann wishes she were at home.

Activities on the next day

1. As a reviewing activity, the teacher asks the students to read the previous poem containing the previously learned grammar points (red) and those to be learned (blue and green).
2. The activities in this meeting are similar to those in the previous meeting. The lecturer asks one or two students to read the poem voluntarily. In case, there is no one willing to do so, the lecturer will decide it. Then, the students *was/were* asked to recite the poem in turn sentence by sentence. By doing this way, the students will pay more attention. It is also aimed at enlarging students' vocabulary, improving their pronunciation, participation, and reviewing the grammar points. It also arouse students' interest and motivation to take part.

The Grammar Focus is as follows:

<p>1. I wish <u>I had listened to your advice.</u></p>	<p>This sentence (1) expresses a wish about a past situation that never happened. Pattern: I wish + Past Perfect Tense, Past Future Perfect Tense. Past Perfect: S + had + Verb 3</p>
<p>2. I wish he will open his heart and mind</p>	<p>This sentence (2) expresses a wish about the future situation, that is possible to happen. Pattern: I wish + Present Future</p>

Check this out!

TRUE SITUATION

I did not listen to your advice

She got an accident last night

A WISH ABOUT THAT SITUATION

: I wish I had listened to your advice

: I wish she hadn't got an accident last night

3. The teacher, then, models on how to recite the poem. The purposes are indirectly correct students' mistakes of pronunciation and improve their listening skills.
4. The teacher gives the students an opportunity to understand the content of the poem. The purpose is to improve their reading comprehension.
5. Then teacher asks the students to translate the poem orally, individually, and voluntarily. In case the students get difficulties, the teacher will guide them. This activity will improve the students' translating ability)
6. The teacher highlights the previously learned grammar points contained in the poetry for review and the new grammar points for that day's instruction. In other words, the teacher tries to guide the students to understand the previously learned and the new grammar points by underlining several words and, then, asking some questions to help the

students to understand. These activities are aimed at making the students master the grammar last and the new materials.

7. Next the teacher divides the students into some groups consisting of four or five students. One of the members should be the one having good understanding of the previous materials. S/he will help his/her friends understand the materials.
8. The groups, then, are given a blanked poem adopted from the poem having been discussed. In this case, they share ideas and discuss the possible expressions to be filled into the blanks. . Through this activity, the students are expected to be able to improve their grammar mastery particularly on the Conditional Sentence, their speaking ability, their creativity, their attitudes toward grammar, their writing ability, and their cooperation.
9. The students are asked to write a new poem containing the previous grammar points. As the following example:

Daddy

By: student's name.....

My life is so wonderful.....
that makes us happy.....
At this special moment
I just want to say, ...I am proud of you.....

I wish ...you could hear my voice.....
So many things we can share
I wish ...you were still alive.....
I wishmy mother were still alive too.....

I realize I was ...*alone*.....

I wish ...*I could have met you before you away*.....

I would ...*have held you tight*.....

O, God... Do I still have a chance

...*to meet my daddy again*.....?

I wish ...*he will be happy*

To accept me as the way I am.

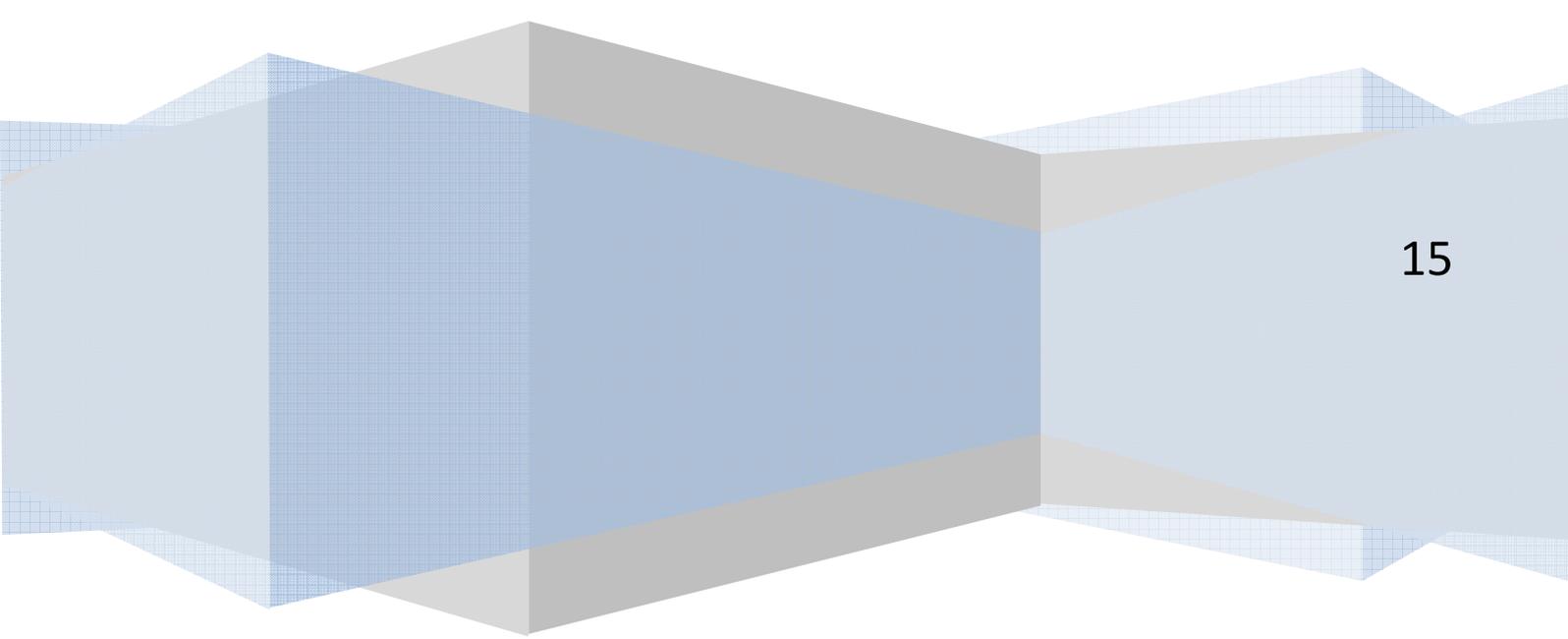
10. Through this activity, the students are expected to be able to improve their grammar mastery particularly on the Conditional Sentence, their speaking ability, their creativity, their attitudes toward grammar, their writing ability, and their cooperation.
11. As the result one or two representatives recite their poem in front of the class. Meanwhile, the other students pay attention to their friend. They may give comments or suggestions for the improvement of the poem. By doing this way, their listening comprehension, speaking skills as well as critical thinking will be improved.
12. The teacher shows all the students the newly constructed poem using in-focus. In case the lamp is out, the poetry reciter may be asked to write her poem on the board. Then together with the students, the teacher gives feedback to the poem constructors (the group whose poem is presented). These activities may improve the students' writing ability and the whole class grammar mastery.

13. If there is enough time, the teacher can continue with the next activity, namely asking individual students to orally fill in the previously used blank poem in turn. Then, the teacher asks one or two students to sum up the content of the newly constructed poem. If it is not possible, the individual students may construct a new poem using grammar points they have learned at home and recite it in the next meeting. These activities will improve the students' attitudes, their pronunciation, their bravery, their creativity, their self-confidence, and their grammar mastery.

Dr. Suswati Hendriani, M.Pd., M.Pd.
Yulnetri, S.S., M.Pd.

POETRY-BASED-METHOD (PBM)

Evaluation



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Unit 5

Evaluation

In this unit, you are expected to be able to:

1. Answer the following questions as indication of your readiness to implement this new method in your classrooms.
2. Do the activities as required.

A. Answer the following questions as indication of your readiness to implement this new method

1. What are the requirements needed for the implementation of this method?
2. How to construct a poem to be used as a teaching medium in your classroom?
3. What are the steps of Poetry-Based Method that you can apply in your classroom?

B. Do the following activities!

1. Select a grammar point to teach!
2. Construct a poetry based on the grammar point!
3. Practice the teaching of grammar using the constructed poetry. Use the PBM teaching steps!