

USING ONLINE REFERENCE IN POETRY ANALYSIS (A CULTURAL STUDIES APPROACH TO TEACHING POETRY)

Syamsul Bahri
Winda Setiasari
Fakultas Bahasa dan Seni
Universitas Negeri Medan

ABSTRAK

Menerapkan pendekatan studi budaya (cultural studies) dalam mengajar Sastra adalah menggabungkan text sastra dengan text lainnya yang memiliki hubungan budaya. Tulisan ini membahas penelaahan puisi dengan menggunakan referensi online sebagai text pendamping. Strategi membaca intertext ini dapat menjadi alternatif baru untuk pengajaran puisi yang selama ini terjebak pada aspek bahasa dan stilistika saja. Pengayaan text dengan memakai text pendamping mempertajam penggalian makna dan analisa tema. Dalam tulisan ini Puisi Immigrant yang ditulis oleh penyair Amerika Pat Mora dianalisa dengan menggunakan referensi online yang diupload dari Washington Post web sebagai text pendamping. Isu dibawa dalam dua text ini membawa isu budaya yang sama yaitu Konflik budaya dalam proses asimilasi Immigrant di Amerika. Dengan menggandeng Referensi online serta mengaplikasikan strategi pembelajaran studi budaya, pembelajaran puisi dapat dilakukan dalam konteks yang lebih variatif dan interdisipliner.

Kata kunci : *online reference, poetry, cultural studies, teaching poetry*

INTRODUCTION

There have been many efforts to find such an interesting way to teach poetry. This condition has been triggered by the fact that it is becoming increasingly difficult for us, the literary lecturer, to develop new method of teaching to help students to create a constructive world view. It appears that traditional approach to study literature needs revision (Pajanoti, 2011).

What have been so called 'a traditional approach to study literature' is when students are given a piece of poem, they are usually instructed to examine the language and stylistic aspect of the text itself. This has lasted in a long period of time. Students sometimes find it difficult to express themselves in analyzing the poem. The conventional ways left a monotonous class instructions. Not to abandon the conventional method, there is an urgent need to replace language and stylistic oriented approach to create a more comprehensive and modern ways to teach students a literary text.

One of the efforts which have been conducted recently is applying Cultural Studies approach in language and literature class room. It is a valuable strategy because it focuses on the social divisions of class, gender, ethnicity and race (Annenberg channel, 2005). Cultural studies approach scrutinize at the ways in which meaning, stereotype and identities are generated within social groups.

Cultural studies approach deal with an interdisciplinary study; students integrate literature, sociology, history, education and other studies to understand varied text. This approach combines literary readings with social and historical analysis. At the end, student will be able to see literature as a social product with specific history.

The central teaching strategy of cultural studies approach is intertextual reading; comparing each literary text to culturally related text. Text for this strategies includes advertising, television, historical document, visual artwork, online reference, film etc.

Online reference is one of the possible visual texts that can be used by students to analyze poems. Internet based study has come up as an exciting resources for students

today. Most of them are enthusiasts about browsing on the internet and finding the answer for complicated questions on language and stylistic aspects of poem. They have been trapped to go on with the act of plagiarism. In the light of the case, cultural study approach is likely served as a solution. Finding online reference can help students to analyze poem, combining their culturally related issue. The online reference is the window for students to examine cultural aspects of the poem. Thus, this article describes cultural studies approach as strategies of class room instruction when using online reference in poem analysis.

THEORETICAL FRAMEWORK

Generally cultural studies composed of elements of Marxism, New historicism, Feminism, Gender studies, Anthropology, studies of race and ethnicity, Film theory, Popular culture studies and Post colonial studies (Guerin, 2000). Further, Guerin defined that cultural studies is not necessarily about literature or even art, it generally shares four goals;

- a. Cultural Studies transcends the confines of a particular discipline such as literary criticism or history
- b. Cultural studies is politically engaged. Cultural studies often questions inequalities seeking to restructure relationship among dominated and subordinated groups.
- c. Cultural studies denies the separation of high and low or elite and popular culture
- d. Cultural studies analyzes not only the cultural work that is produced but also means of production.

When practicing Cultural Studies approach in literature classroom, students would respond to the question, examining the interrelationship between race, gender, popular culture, the media and literature. There are some general aims to incorporate cultural studies approach in literature class (Dopla, 2003), they are as follows:

- a. Ways of reading a written or visual text.
- b. Ways of writing about a written or visual text.
- c. A deeper appreciation of a text.
- d. The cultural context for language acquisition.
- e. A critical awareness of 'other worlds', namely the symbolic 'worlds' of other communities as well as the ideological 'worlds' which shape or are brought into play by the literary or visual text.
- f. Acquisition of vocabulary and structures in the target language

The ideal aim of practicing cultural approach in literature class is how to contextualize literary works with supplementary materials in detail (Webb in Allen, 2003). Audio-visual media are the most appealing resources for the approach. Online reference is one of them. Online reference will connect student with the real world and foster them to appreciate and think critically about the whole range of cultural expression reflected in the poem. Social structure and historical relations need to be considered when analyzing poem.

Cultural studies approach exposes student with wider range of media than the traditional approach of literary analysis (Annenberg Channel, 2005). It further revealed that by reading literature in the context of other cultural works, students learn how the literature they study both creates and reflects cultural beliefs (2005). The following are strategies to implement cultural studies approach in poetry classes;

1. Lecture introduces student the cultural issues before giving them materials to read, explaining that different text may raise similar issue
2. Lecture offers general information about the texts e.g. when they were written, by whom and for what purpose.
3. Lecture provides the background of characters or images or other element of literary work before encouraging student to look for them
4. Lecture gives student an assignment such as multimedia projects and performance that combine research with literary analysis.

STRATEGIES ON PRACTICING CULTURAL STUDIES APPROACH IN PAT MORA'S *IMMIGRANT* BY USING ONLINE REFERENCE FROM WASHINGTON POST

To illustrate the practice of cultural studies approach in poetry classroom, some steps are conducted in analyzing two different kind of texts. In this article, *Immigrant*; poem written by Pat Mora, an American poet is combined with online reference from Washington post in order to achieve deeper understanding of poem analysis:

Text 1 : IMMIGRANT by Pat Mora (From Madden, Exploring literature,2001)

wrap their babies in the American flag,
 feed them mashed hot dogs and apple pie,
 name them Bill and Daisy,
 buy them blonde dolls that blink blue
 eyes or a football and tiny cleats
 before the baby can even walk,
 speak to them in thick English,
 hallo, babee, hallo,
 whisper in Spanish or Polish
 when the babies sleep, whisper
 in a dark parent bed, that dark
 parent fear, Will they like
 our boy, our girl, our fine American
 boy, our fine American girl

Text II.

From Washington Post (www.washingtonpost.com,)

If there were such a thing as a classic American immigrant story, it might sound something like the one Arlene tells of her family. Her immigrant parents each arrived in New York City poor but eager, searching for a better way of life. They found work – and each other – in the garment district; they married, had children, and sent their girls to parochial school where nuns taught proper English.

Arlene's parents told her and her sister that here, in the United States of America, they could do anything. So the girls went to college, became professionals, married, and had children of their own – English-speaking children who would never consider themselves anything but America.

But there is a twist.

Arlene's last name is Garcia. Her parents came from the [Caribbean](#), not [Europe](#). Today she lives in Lawrence, Mass., a city north of Boston that is more than 73 percent Hispanic. She is fluent in Spanish and English, switching seamlessly one recent morning at work answering the phone at Esperanza Academy, a tuition-free, private school for low-income girls.

Is she assimilated? She laughs at the question: "Well, it depends on what you mean by 'assimilated.'"

On one side are conservative officials and pundits who worry that a flood of Spanish-speaking immigrants and a reverence for "multiculturalism" have led to a population of immigrants in the US unappreciative of and unconnected to their new country. On the other are a slew of academics, armed with studies from think tanks and longitudinal research projects, who say that assimilation these days is as strong as it has ever been, that immigrants as a group are still more enthusiastic about the country than the native born, that immigrants' children tend to do better than their parents by a host of socioeconomic indicators, and that within three generations an immigrant family fully identifies as American.

. To evaluate how and whether immigrants – and, arguably more important, their children – are becoming part of this country involves questions of identity, belonging, and the very essence of being American.

Adopted through the Model browsed from Annenberg Channel (2005), the following actions describes the flow of cultural studies approach conducted in poetry classes

Step 1 : Students are prepared with the texts (Poem and online reference)

Step 2 : Students are introduced with the issue of immigration of Spanish speaking population in United States (it is better to read the excerpt of Washington Post to them loudly)

Step 3 : Students are asked to read Pat Mora's *Immigrant*

Step 4 ; During and after the reading, Students are asked to summarize what they have read and are asked to answer the questions ;

1. What is the poet talking about?
2. Who is Immigrant in the poem?
3. During what sequence in reference on line does the poem take place?
4. Does the poem stick with just one kinds of assimilation process?
5. What evidence can you give, citing from the poem, that both text bring similar problem?
6. What does the poem say about immigrant situation?

Similarly , DOPLA (2012) develops some general questions. The following table has been adapted to the analysis of poem and online reference :

Argument	What is the poem, the online reference about? For example, how would you describe it objectively to a friend
Voice	Who is speaking in the poem? How do you know their identity? Do you identify the narrator in Article of Washington Post? If not, why not? Is identification important?

Setting	What is the significance of the chosen setting in the poem , in this case home and bed for immigrant family
Relation to the real	Does the text claim to represent the world? If so, how?If not, what does it claim to do?
Ideological perspective	Does the poem claim to represent the world , in this case the online reference? If so, how?
Intertextual Analysis	What is the poem relationship to online reference in a given language

Step 5 : Students then are divided into several groups to form literature circles

Step 6 : Each part of circles are assigned to find different reading materials relevant to Pat Mora's immigrant. The materials can be in form of another poem, film,articles, essay,song, documentary photo about conflict of assimilation of Spanish speaking population.

Step 7 : These different reading materials can be brought by students as a research activity for the next meeting.

Step 8 ; Students are asked to read the materials,analyze them and report them back to class

Step 9 : In this research project, students played different role as the discussion director,connector and summarizer.

CONCLUSION

Combining literary analysis with culturally related materials is the key insight to practice Cultural Studies Approach in Literature Class room. This kind of approach also offers many choices for students to examine varied cultural text when analyzing literary text. They will be engaged to questions and answer the a phenomena about certain cultural group. Their research in finding other cultural related text makes it possible for them to think more critically about literature and culture.

Having explored some possible ways to analyze Pat Mora's Immigrant by combining the analysis with the extract of online reference from Washington Post , providing some questions to trigger student's critical thinking thus it will be very beneficial for us , the literary lecturer ,to practice it in Poetry class room. It is likely that this cultural studies approach is aimed not only reducing the use of conventional ways of learning literature that emphasizing on elements of language but also finding ways to prepare students to a more modern and interdisciplinary study of literary work. Ultimately by practicing the cultural Studies approach, we indeed are willing to respond to the global development of literature world.



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Sekilas tentang penulis : Syamsul Bahri, S.S., M.Hum., Winda Setiasari, S.Pd., M.Hum. adalah dosen pada Jurusan Bahasa dan Seni Universitas Negeri Medan.



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