

CHAPTER IV

APPLICATION OF SUGGESTED STAGES

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After discussing the literary teaching stages to teach Literature to English Department students, the writer would like to present the application of this teaching stages.

For this presentation the writer takes the "poem" as the material. The poem the writer chooses is entitled "I, Too."

The Poems of Langston Hughes

"I, Too"

I, too sing America.
I am the darker brother.
They send me to eat in the kitchen.
When company comes,
 But I laugh,
 And eat well,
 And grow strong,

Tomorrow
I'll be at the table
When company comes
 Nobody'll dare
 Say to me
 "Eat in the kitchen."

Then,
 Besides,
 They'll see
 How beautiful I am
 And be ashamed

"I, too, am America

The presentation of the above poem is as follows:

4.1 The Pre-Step

Before the students are asked to read the poem, the teacher presents and asks pre-questions leading to the topic of the poem that will be discussed. Giving the pre-questions is intended to find out whether the students are familiar with the topic of the poem or not.

For the above poem, the pre-questions can be as follows:

- Do you know about the discrimination between black people and white people in America long time ago?
- In your opinion how do you feel when you are judged as a slave?
- Will you have a special wish as a slave?

When students are able to answer most of the pre-questions given, it means the students are familiar with the topic of the poem. In this case, the class can be directly asked to go on to the next step. However, when the students know nothing about the topic of the poem that will be discussed, the teacher should give a brief explanation

related to the topic of the poem. For example, explaining about the biography of the writer and the topic of the poem itself generally.

4.2 The Whilst-Step

The teacher asks the students to read the whole passage and asks them to determine the topic of the whole passage. The teacher can guide the students by giving the questions as follows:

- Is the writer from the black people or the white people?
- How does the writer see his future as an American also?
- Can you make a short explanation of this poem from the title?
- Does the writer have a special wish as an American too? Why?

4.3 The Post-Step

The teacher asks the students to read the poem stanza by stanza and asks them to find the topic of each stanza. To find the topic of each stanza the students can be guided by giving the following questions:

- What is the meaning of “the darker brother”?
- What does he feel as the darker brother even though he is an American too?
- Does he have to work hard for surviving his life? Why/not?
- Why does he think that tomorrow he’ll be at the table? What is his wish?