The Development of E-Poetry as Indonesian Poetry Paraphrasing Media

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ABSTRACT
The COVID-19 pandemic requires a more creative learning process in using digital learning media. Developing interesting, innovative, and fun e-poetry could accommodate creative needs in the teaching and learning process during the pandemic. This e-poetry is aimed at helping students to understand the process of creating Indonesian poetry and how to paraphrase them. Therefore, this article describes the process of developing and researching an android-based instructional media through the creation of e-poetry. Through the process of validation of the instructional material and media, it could be concluded that e-poetry could be used to support students during the teaching and learning processes in the Indonesian language, particularly dealing with Indonesian poetry.

Keywords: Instructional Media, E-Poetry, Paraphrasing Media.

1. INTRODUCTION

The COVID-19 pandemic requires a more creative learning process in using digital learning media. Likewise, poetry learning requires creative teaching and learning processes, considering that there are three types of learning styles: visual, auditory, and kinaesthetic types for students. Poetry learning can promote socio-cultural transformation and changes particularly during current global trends amidst the pandemic era. By learning poetry and understanding the value of learning poetry, there are possibilities for students to develop their poetry writing by exploring areas of creative writing.

Poetry is one type of literary work with a style of language largely determined by rhythm, rhyme, and the arrangement of lines and stanzas. It is written with careful language and the right choice of words, thereby increasing people's awareness of the experience and providing remarkable responses through the arrangement of sounds, rhythms, and special meanings. It usually consists of short sentences and is not easy to understand immediately; therefore, a particular method is needed to make it easier to understand. One way to help learners understand the content of the poem is through the use of paraphrasing method. The method is done by changing poetry into another literary form (prose) by adding few words to help comprehension.

One way to provide interesting and innovative instructional media, especially during the pandemic is by designing an Android-based e-poetry to help students understand how Indonesian poems are created and to paraphrase them. Through a research and development model, this article is aimed at describing the process of developing e-poetry to increase students' productivity in their poetry writing, and at the same time to improve their ability in paraphrasing Indonesian poetry. The instructional media of the e-poetry is intended to create exciting learning environment and provide a meaningful learning experience. Moreover, the teaching and learning process can help students to possess knowledge and ability for concepts and decision making regarding sociocultural norms reflected in the poems.

1.1. Integrating Instructional Media

The use of media in the process of teaching and learning has been significantly increasing in this digital era [1]. Previously, educators only relied on conventional instructional media such as whiteboards and printed books. With the rapid development of digital media [2], it is possible to integrate Information and Communication Technology (ICT) and computer software in educators' teaching and learning process [3]. In addition, the rapid growth of the devices and their accompanying software offers many applications for the learners to study independently anytime and anywhere. In this digital era, the learners have great opportunities

to be more intensely involved in online-based educational applications, often without direct guidance from educators. Therefore, integrating digital content into teaching and learning activities is essentially and continuously conducted [4].

However, educators worldwide, particularly in Indonesia, face difficulties engaging the learners utilizing computers or digital devices. It could not be denied that educators and teachers use internet to attract learners in the teaching and learning process. It could be used to introduce technology-based learning. Yet, developing appropriate and effective instructional media and digital applications might be challenging due to the lack of teachers' competence in designing the media [5], [6]. Alternatively, educators may pay or download free applications provided on the internet. However, not all applications available on the internet are most suitable for specific subjects such as the Indonesian language.

In the context of this study, some private schools have integrated gadgets into instructional activities through the use of Tablets. By managing learners' activities, the integration of technology in the classrooms will provide several significances, covering the increasing information and technology literacy [7] and increased independent learning skills [8]. Nowadays, more and more adolescents use gadgets outside college/school hours for the purpose of social activities; therefore, they are supposed to be allowed interacting with their devices for educational purposes during classes at schools. Thus, the most straightforward way to integrate internet applications into classroom management is to link the appropriate applications to certain subjects within the school's curriculum for students to be more motivated and engaged in learning [9]. Although some educators might disagree on the use of tablets within the classroom, previous studies show a remarkable impact on the student learning outcomes [10], [11]. Therefore, not surprisingly, developed countries like Australia encourage schools to integrate tablets within the classroom as part of the curriculum design [12].

1.2. Poetry Paraphrasing

Paraphrasing means restating a concept in another way in the same language but without changing its meaning. In other words, poetry paraphrasing means changing poetry into prose subject based on the rules of writing a prose or essay without changing the poem's content. The elements of paraphrasing are (1) sentence paraphrasing means separating or cutting a sentence into several words based on the function in the sentence, namely subject, predicate, object, complement, and adverb; (2) syllable paraphrasing means to separate or cut off a word based on its syllables; (3) paraphrasing poetry means changing the form of poetry into prose or narrative form.

Paraphrasing a poem is a way of expressing what has been written and said by the author by using different words so that it is easier to understand. Quoting done in paraphrase is a quote that uses the student's words or sentences. This paraphrasing activity aims to express the same idea to maintain coherence and unity in the flow of writing. Generally, the paraphrasing activity concerns with changing or diverting one form of language into another form of language without changing the meaning or content of its meaning.

The ability to paraphrase poems shows evidence of students' ability to rewrite the poet's ideas in their own words and present them in a new form. This is to parse a text or essay in the form or other word order to explain the implied meaning. This method might be used to familiarize students with practices to avoid plagiarism. In addition, after paraphrasing activity, one can find a more complete and detailed restatement than a summary. A paraphrase is invaluable because it helps the writer control over-quoting. It is beneficial for the writers as the paraphrase indicates that writer fully understands the meaning of the source text to be adapted. The most important process related to paraphrasing poetry into prose/narrative is to read or listen to poetry readings carefully and understand the contents of the poem.

To make it easier for students to paraphrase poetry, they can follow these steps: (1) interpreting difficult words, (2) interpreting words that are intentionally omitted by the author, (3) adding punctuation marks, (4) arranging sentences to form paragraphs, and (5) reading the whole text [13], [14].

2. METHODS

2.1. Model of Development

The design of the study was based on the Research & Development with the ADDIE model. The ADDIE model here includes five primary phases: analysis, design, development, implementation, and evaluation stages.

2.2. Data Collection

The data in this study were collected using several techniques, including interviews, questionnaires, and tests. In this study, the researchers conducted interviews with teachers of Indonesian language subjects and the headmaster using an interview guide containing several aspects, such as the use of instructional media and teaching methods, the students' characteristics, and the teaching and learning equipment/facilities. Then, the results of the interviews were considered in the media development process. In addition, the questionnaire was addressed to media and materials experts. The test was divided into two kinds, namely, the pre-test and the

post-tests. The pre-test was given to students to determine their initial competence in learning materials about the socio-culture of their surrounding environment before being taught utilizing the instructional media. At the same time, the post-test was conducted to evaluate the student learning outcomes after being taught utilizing the instructional media.

2.3. Usability Test

A test of usability is conducted to live the benefit of the Android system application. The System Usability Scale (SUS) [15], [16] was developed by Brooke in 1996 to assess the system usability of a product or service consisting of ten questions that supported the rules of the Likert scale.

2.4. Design and Content Validation

Validation was conducted twice to confirm the content validity and usability design of the application. Validation is required to avoid misunderstanding of concepts among students so that research results will be accepted academically.

3. FINDINGS AND DISCUSSION

Android-based application development for poetry instruction based on the Research and Development stages, they are: analysis, design, developing, implementation, and evaluation (ADDIE) is described below.

3.1. Analysis

In this analysis phase, the researchers conducted observation on the teaching and learning process of the Indonesian language subject, especially the topic of poetry. Interviews were conducted with several Indonesian language teachers and class XI students at SMAN 6 Banjarmasin, consisting of 3 science classes and 4 social studies classes, with a total of 235 participants. Thirty-nine students became the sample. The determination of this sample was based on input from the Indonesian teacher at the school. The analysis includes several aspects, including curriculum, student needs, media utilized by the teacher, and materials for poetry learning. The data show that the teacher uses the power point-assisted lectures and discussion method as the instructional media.

3.2. Design

The next phase was to design the application using Figma and code it using the android studio software. This phase covers the development of an instrument of assessment and the designing of an e-poetry application as follows:

- Making an instrument of assessment for e-poetry application constructed in the questionnaire form to

ensure the feasibility of e-poetry. This instrument was aimed at collecting data from experts in the material, experts in media, and students. This instrument was constructed based on a reference of the Likert scale, covering five categories: very good, good, acceptable, bad, and very bad.

- Providing 3 main menus of the e-poetry feature, they are: material, a list of poems, and quizzes, as indicated in Figure 1.

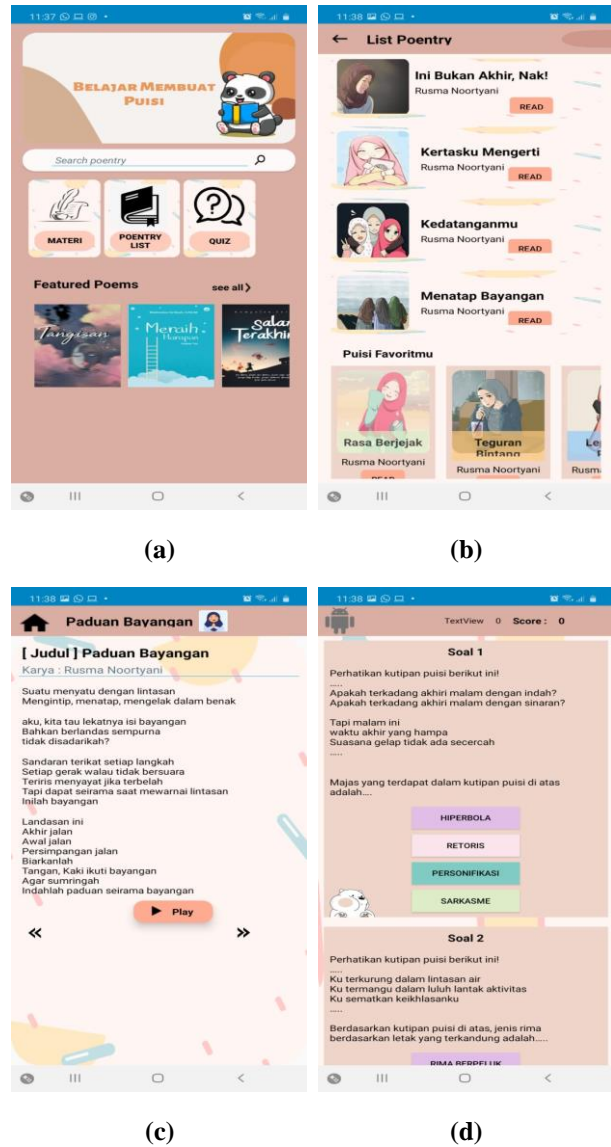(a)   (b)

(c)   (d)

Figure 1 E-poetry interface: (a) main face, (b) poetry list face, (c) poetry content detail face, (d) quiz face

3.3. Development

The next is the development stage which consists of coding the application and validating the materials and media:

- Coding is done using Android Studio and Figma

- Material and media validation is done by filling out a questionnaire consisting of 10 statements

- The pre-test and post-test questions consisting of 30 questions.

3.4. Implementation

After the validation was accomplished, the subsequent phase was the implementation. At this phase, e-poetry is piloted with students in a small group at school. This test involved 39 learners of the first semester of the second year (grade XI). The teacher selected these students on the basis of their varying abilities, namely high, medium, and low. This sampling design was aimed at working out the results of using e-poetry as an instructional media of Indonesian language subjects. The learners were asked to answer questions on the pre-test and post-test, which consisted of 30 questions.

Figure 2 shows that the results of students' pre-test before using E-poetry were on the average of 12.83 points out of 30 points. The median of student points was worth 12 points out of 30 total points with a variety of 4 to 29 points.
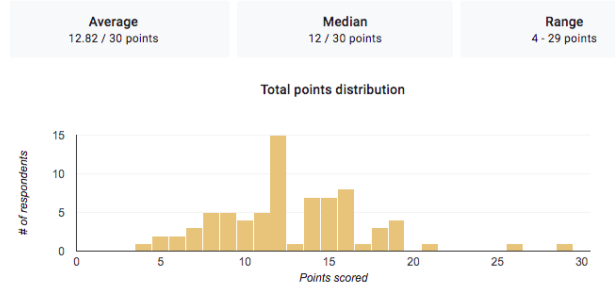

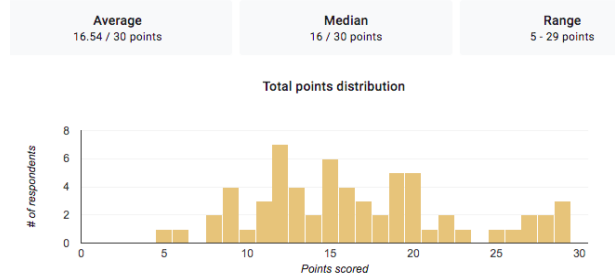**Figure 2** Results of Students' Pretest

Figure 3 Results of Students' Post-test

Figure 3 shows that the student's post-test results after using E-poetry were on the average of 16.54 points out of 30 points. The median of student points is worth 16 points out of 30 total points with a range of 5 to 29 points.

Table 1. Test Results of SUS

No	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	JML	JML * 2.5
1	1	1	3	2	2	1	2	3	2	2	19	48
2	3	3	4	4	4	4	3	4	3	4	36	90
3	2	2	3	3	3	3	3	3	2	3	27	68
4	1	4	2	3	2	2	2	2	2	2	22	55
5	3	3	4	2	3	4	4	4	3	2	32	80
6	4	4	0	4	4	4	4	4	4	4	36	90
7	1	2	3	3	3	2	3	2	2	1	22	55
8	3	3	3	4	3	1	3	3	2	2	27	68
9	2	4	2	4	4	1	2	2	2	0	23	58
10	2	2	3	4	4	2	2	2	2	0	23	58
11	2	1	2	4	4	1	3	3	3	1	24	60
12	2	4	4	3	2	4	4	4	4	4	35	88
13	3	4	4	4	4	4	4	4	4	4	39	98
14	2	3	3	4	2	3	3	4	2	4	30	75

No	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	JML	JML * 2.5
15	2	3	2	2	3	2	2	2	3	4	25	63
16	0	0	4	4	4	4	4	4	4	4	32	80
17	3	4	4	4	4	4	4	4	4	3	38	95
18	2	2	3	2	3	3	4	2	4	1	26	65
19	4	4	4	1	4	3	4	4	4	2	34	85
20	2	2	2	4	4	2	2	2	4	2	26	65
21	3	4	3	4	3	4	3	4	4	2	34	85
22	4	2	3	2	3	4	3	2	3	4	30	75
23	4	3	4	4	4	4	4	4	4	3	38	95
24	2	3	1	3	1	3	4	2	4	2	25	63
25	4	2	2	4	4	2	2	2	4	4	30	75
26	3	2	3	4	3	3	3	3	3	2	29	73
27	4	4	4	4	4	4	4	4	4	4	40	100
28	4	4	4	4	4	3	4	4	4	4	39	98
29	2	3	3	4	1	3	3	3	2	2	26	65
30	4	3	4	4	3	4	3	3	4	4	36	90
31	4	4	4	4	4	4	4	4	4	4	40	100
32	3	2	3	2	2	4	2	3	3	2	26	65
33	2	4	2	3	3	3	2	2	4	3	28	70
34	3	2	3	4	4	2	3	3	3	2	29	73
35	4	3	4	4	4	3	4	3	4	2	35	88
36	3	1	4	4	3	4	3	3	4	1	30	75
37	3	4	4	4	3	4	3	3	4	1	33	83
38	2	2	3	2	3	4	4	4	3	3	30	75
39	3	1	3	4	2	2	2	3	4	2	26	65
												76

3.5. Evaluation

At the evaluation phase, the researchers conducted a final revision of e-poetry supported by the students' suggestion and input participating in large group trials. They suggested that it had been necessary to enhance the list of poems in e-poetry and make the interface design more interesting. Additionally, the learning material contained in e-poetry is under the objectives of essential competencies. In line with the validation and student responses, e-poetry provided an Android-based instructional media that is very feasible for Indonesian language education and may be done anywhere and anytime. The final goal of integrating technology and learning media is to resolve problems that arise because of the shortage of facilities in learning activities. Also, the findings during this study are relevant to the results of previous studies regarding the employment of applications in learning to produce many benefits, like improving students' speaking skills and learning motivation [17] – [19].

4. CONCLUSIONS

E-poetry is an instructional media-constructed through five phases: (1) the analysis stage involving the process of analysing the curriculum, the student needs, and the participants; (2) the design phase which includes designing research instruments, E-poetry interfaces and uploading them to the Google Play Store; (3) the development stage that is connected to the development of the application, the expert assessments, and the revision process; (4) the implementation phase consisting of testing in the small and large groups, and (5) the evaluation stage as the final phase of the development procedures that compares the testing phase results, usability of tests, and concludes the feasibility of the application. Based on the results of the pre-and post-tests, the researchers conclude that students have positively progressed in their poetry knowledge with an increase in the value of 4 points from 12 points to 16 points. This means that students' abilities improve after using e-poetry. The usability of the application based on the SUS test is in the score of 76, indicating that this application is good [15].

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