LEARNING POETRY WRITING BRAVELY WITH PARAPHRASING TECHNIQUES IN THE PANDEMIC ERA IN HIGHER EDUCATION

by Siti Fatimah

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The implementation of The 5th International Conference on Teacher Training and Education (ICTTE) in 2019 has had a positive impact through increasing lecturer publications in the Proceedings of international conferences with ISSN and Scopus, and establishing a research collaboration network between conference participants. This success is the background for holding the 6th International Conference on Teacher Training and Education (ICTTE) in 2021 with the theme –Teacher Education and Professional Development in the COVID-19 Turn–. Dissemination of research in scientific meetings is an effort to obtain feedback on research results and expand scientific networks for lecturers. The lecturers' progress and reputation of the institution will increase if the results of research and ideas are conveyed through international scientific forums published in scientific proceedings and journals indexed in international databases.

The aim of The 6th International Conference on Teacher Training and Education 2021 is to provide a forum for researchers, academics, teachers, schools, principals, government agencies and consultants to share their views and thoughts on teacher education trends from the perspective of teaching professional development and teaching practice.There are 42 research papers submitted in parallel sessions. Scientific writing comes from various institutions from Higher Education, Research Institutions and other institutions. By publishing this proceeding thisis expected to be useful and can be used as a reference in developing related research ineducation sector. The editorial board would like to thank you maximally to all parties involved inthe settlement of this proceeding.

Best Regard,

ICTTE Committee

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LEARNING POETRY WRITING BRAVELY WITH PARAPHRASING TECHNIQUES IN THE PANDEMIC ERA IN HIGHER EDUCATION

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ABSTRACT: Poems created by Indonesian Language and Literature Education students were still at the beginning level, either in their presentations and meanings. The students reported their struggles in poetry writing, especially during the Covid-19 pandemic hitting around the universe. Generally, the problems faced by students involve the application of inappropriate diction, phraseology, verse, rhyme, rhythm, unclear message, and meaning. Therefore, implementing the paraphrasing technique (Fatimah, Siti, Ngatmini, Kurniawan, 2019) is needed by lecturers and students in learning poetry writing in higher education. This descriptive qualitative research aims to reveal the significances of paraphrasing technique implementation in learning poetry writing in higher education amid the Covid-19 pandemic when remote learning conducts. Ninety students are mentored by four lecturers in implementing paraphrasing techniques in writing poems. Eighty students stated that the paraphrasing technique assists them in poetry writing, and they create better quality poems, both in their presentations and meanings.Meanwhile, six students reported that they need to learn repeatedly in implementing paraphrasing techniques to writegood poems. Further, four students conveyed that they are still confused about implementing the paraphrasing technique in poetry writing. This paper is categorized as fundamental research or preliminary research to be used and continued in future studies.

Keywords: poetry writing, paraphrasing technique, pandemic era.

INTRODUCTION

Poetry as a literary work contains dense words and meanings (Jabrohim, 2001; Lethbridge, 2012; Pradopo, 2002; Waluyo, 2001). Most people have difficulties writing a poem because they habitually write prose, narrative, and descriptive text, which vividly have a different style in writing a poem. The struggles also faced by the students who take creative writing concentrated in poetry and its study. The lecturer arranged the syllabus and lesson plan for learning poetry (whether in writing, reading, and studying) (Fatimah, 2021). However, the student achievement in learning poetry writing evaluated through their poems seems unsatisfying, both in their presentations and meanings.

According to the phenomena and learning facts, the implementation of the paraphrasing technique shows a significant role in poetry writing's practice. At first, the paraphrasing technique is employed to interpret the Poem. Besides, it is implemented as one of the techniques in learning poetry writing in higher education. The implementation of the paraphrasing techniqueaims to minimize the learning obstacle of poetry writing faced by students. The paraphrasing technique becomes one of the techniques, the model, the media, the strategy, and the method of poetry writing that exists (Ngatmini & Siti Fatimah, 2014; Siti Fatimah, Ngatmini, & Murywantobroto, 2021). However, the research of poetry writing by implementing paraphrasing techniques, specifically conducted remotely amid the Covid-19 pandemic, is not commonly doneyet. Therefore, this research aims to examine the quality of poems written by students through remote learning amid the pandemic era.

LITERATURE REVIEW

This research is conducted dealing with the prior research entitled "The Use of Paraphrasing Technique in Poetry Writing as Emotional Therapy" (Fatimah, Ngatmini, & Kurniawan, 2019). Paraphrasing is derived from English 'paraphrase', Latin "paraphrasis," and Greek "paraphrase,"

which means "the additional manner of expression" (Wikipedia, 2021). Moreover, paraphrasing is the way to cite the thought or idea from the source by applying our own words to express a similar idea without being plagiarized (Deepublish, 2021). By the afore statements, the implementation of paraphrasing technique in poetry writing refers to the way 1) to enrich the vocabulary (by using chart or mind mapping diagram), 2) to enrich the general insight, 3) to comprehend the basic concept of anything that delivered orally and in written (Ramadhan, 2021) especially in creating the Poem (Fatimah, Siti, Ngatmini, Kurniawan, 2019; Siti Fatimah, Ngatmini, Murywantobroto, 2021).

Moreover, paraphrasing techniques implemented in this research focuses on bound-paraphrasing (rearranging by adding several words in the poetry but all the existing words in poetry are maintained), and unbounded-paraphrasing (rearranging by using our own words while the existing words in the original poetry could be either maintained and replaced) (Rusyanto, 2019; Sukma, 2007; Yasa, 2021). Further, bound and unbounded paraphrasing techniques are applied and combined into a collaborative paraphrasing technique. Furthermore, the collaborative paraphrasing technique is implemented in writing poetry to create more qualified poems, specifically when literature study in higher education is conducted remotely due to the Covid-19 pandemic nowadays.

METHOD

The research employs a descriptive qualitative method (Endraswara, 2013; Ratna, 2013). Data of this research includes the poems written by students with paraphrasing techniques and the interview result. The interview conducts via *google* Forms' shared link. The link is distributed to 10 lecturers and 90 students who are the population and the sampling of this research. Content analysis is employed to analyze the poems written by students.

Meanwhile, data triangulation is employed to examine the interview result. There are 90 titles of poems written by students applying paraphrasing techniques. Poems are analyzed dealing with their cohesiveness, harmony, conformity, beauty, and physical and mental structure (Lethbridge, 2012; Pradopo, 2002; Waluyo, 2001). Therefore, poems written by students can be responsible for their validity as the research data, even it is conducted remotely via zoom meeting and google meeting due to the Covid-19 pandemic.

RESULT AND DISCUSSION

The result of learning poetry writing remotely by implementing the paraphrasing technique in higher education amid the Covid-19 pandemic describes as follows. Based on the research, 90 students submitted their poetries which were written by applying paraphrasing techniques. The result shows that paraphrasing techniques have a significant role in enhancing students' creativity in poetry writing. By applying the paraphrasing technique, students could create more qualified poems both in their presentations and messages or the meaning contained. According to the interview, 88,89% of students stated that paraphrasing techniques could help them in poetry writing and result in qualified poems in their presentations and meanings. Meanwhile, 6,67% of students delivered that they need to learn repeatedly in implementing paraphrasing techniques to write good poems. Further, 4,44% of students reported that they are still confused in implementing the paraphrasing technique to write poetry.

The paraphrasing techniques implemented in this research consist of four steps. The first step includes 1) writing everything that comes to mind or the feeling you feel, and 2) writing it down (whether in the form of phrases, clauses, or sentences). The second step includes 1)

selecting the words you think are necessary and impressive and 2) deleting the words you think are unimportant or unimpressive. The third step includes 1) arranging the words you have selected, 2) adding several words you prefer, 3) you can combine the words you select as you prefer, and 4) arranging them in verses. Finally, the fourth step includes 1) you can replace, delete, reduce, move, or add the words and conjunctions that you think are necessary, suitable, ormeaningful, and 2) you may rearrange the words in better composition, and it sounds more meaningful. Further, those steps could be continued until the best Poem creates. These steps can be demonstrated and shared virtually by remote learning via zoom meeting and google meet.

Steps	Instructions	Results
Step 1	1. Write everything that comes to mind or the feeling you feel right now. 2. Write it down (whetherin the form of phrases, clauses, or sentences).	Tulisan Desti Natalia 1. aku benci hari ini 2. aku merasa bosan 3. aku sudah penat 4. keadaan tak kunjung membaik 5. dia pergi meninggalkanku 6. tanpa sepatah kata dan alasan 7. aku mencoba mengejarnya 8. namun bayangnya pun tak terlihat 9. aku mengerti akan kesalahanku 10. membiarkan mawar yang tumbuh 11. mendiamkan dia menikmati wanginya 12. sampai semua itu terjadi 13. aku merasa penat 14. keadaan tak kunjung membaik
Step 2	1. Select the words you think necessary and impressive. 2. Delete the words you think unnecessary or unimpressive.	aku benci aku bosan aku sudah penat keadaan tak kunjung membaik dia pergi meninggalkanku tanpa sepatah kata dan alasan aku mencoba mengejarnya namun bayangnya pun tak terlihat aku mengerti akan kesalahanku membiarkan mawar itu tumbuh mendiamkan dia menikmati wanginya sampai semua itu terjadi aku benci aku bosan aku merasa penat keadaan tak kunjung membaik
Step 3	1. Arrange the words you have chosen. 2. Add several words you prefer. 3. You can combine the	**JENGAH** aku benci aku bosan aku sudah penat

	words you select as you prefer. 4. Arrange them in verses.	keadaan tak kunjung membaik dia pergi meninggalkanku tanpa sepatah kata dan alasan aku mencoba mengejarnya namun bayangnya pun tak terlihat aku mengerti akan kesalahanku membiarkan mawar itu tumbuh mendiamkan dia menikmati wanginya sampai semua itu terjadi aku benci aku bosan aku merasa penat keadaan tak kunjung membaik
Step 4 and so forth (This step could be continued until the best Poem creates.)	1. You can replace, delete, reduce, move, or add the words and conjunctions that you think necessary, suitable, or meaningful, and 2. You may rearrange the words in better composition, and it sounds more meaningful.	**JENGAH** Sudah meninggalkanku tanpa sepatah Sudah mengejarnya namun sirna Kesalahanku apa nunggu hingga lupa menyesal sampai menyesaki hati

Poetry writing by implementing paraphrasing techniques is the first method. Meanwhile, the second method is organized conversely. The students neither create nor write down anything that comes to their mind or the feelings they feel. The students are suggested to rearrange the existing poems by reducing, adding, deleting, or replacing the words, phrases, and sentences. The Poem mentioned is an original work, not someone else Poem or written by a famous poet. Further, it is presented in Muhammad Fajar Rikidayanto's poems as follows.

The 1st Form	**The 2nd Form**	**The 3rd Form**
Daun-daun yang Berguguran	**Daun Berguguran**	**Gugur Daun**
Kenapa kau jatuh, lalu lenyap tersapu angin Apakah kamu tak mendamba keinginanmu untuk tetap pada arahmu Tak tau mengapa aku hanya bisa melihat	Daun: kau jatuh lenyap tersapu Tanyaku: Mengapa tak damba tuk tetap arah?	Daun: tersapu jatuh lalu lenyap Di tanyaku: tak damba tuk tetap arah? tiada teriak tuk tak jatuh?

Tanpa aku tau harus berbuat apa Tapi mengapa kamu hanya diam ketika kamu jatuh Kenapa kamu tak berteriak meminta tolong Kenapa kamu tak berusaha untuk tak jatuh Bagaimana rasa sakit yang kamu rasakan saat itu Coba ceritakan padaku agar aku tau Tapi aku juga tak tau harus apa juga aku ini bisa membantumu Apakah aku harus jatuh berguguran sepertimu Atau aku harus bertahan oleh terpaan itu Semua memang sudah ditakdirkan Akan ada hal baru yang dari kata jatuh itu akan membuat kamu dan aku belajar akan suatu hal Entah apa itu, kamu dan aku semoga bisa mencari jawabannya melalui angin itu	Mengapa tiada teriak tuk tak jatuh? Sudah ditakdirkan: aku dan kau diam cari jawaban yang mungkin sembunyi di antara angin yang menerpamu	Gugur daun: Ditakdirkan aku dan kau cari jawaban yang sembunyi di angin penerpamu

Both poems that implement the paraphrasing technique below show striking differences in each step, either the presentations or the meaning contained. Furthermore, the final arrangement through paraphrasing is arranged as follows.

The 1st Poem	**The 2nd Poem**
JENGAH	**Gugur Daun**
Sudah meninggalkanku tanpa sepatah Sudah mengejarnya namun sirna Kesalahanku apa	Daun: tersapu jatuh lalu lenyap Di tanyaku: tak damba tuk tetap arah?

nunggu hingga lupa menyesal sampai menyesaki hati	tiada teriak tuk tak jatuh? Gugur daun: Ditakdirkan aku dan kau cari jawaban yang sembunyi di angin penerpamu

When paraphrasing techniques are implemented, more qualified poems are obtainedeither in their presentations or the meaning contained. This research finds out the significances of paraphrasing techniques implementation in poetry writing, especially in remote learning amid the Covid-19 pandemic. The strengths of implementing paraphrasing techniques in poetry writing are as follows. First, writing a poem by implementing paraphrasing techniques is more accessible. The second, poetry writing by implementing paraphrasing techniques relatively takes less time (on average takes less than 10 minutes for writing a poem) and produces better- qualified poems. Third, the Poem qualifies the criteria of the diction and meaning. Fourth, the Poem seems prismatic. It has an implicit message and is meaningful. Fifth, the main message or purpose of the Poem is well delivered even it takes several steps in implementing paraphrasing techniques. The last, the implementation of paraphrasing techniques gets rid of negative stereotypes that poetry writing is a long tiring creative process. The students also give positive responses that poetry writing becomes more accessible and enjoyable by implementing paraphrasing techniques. Nevertheless, the beauty, harmony, and depth of the physical andmental structure of the Poem are well maintained.

However, the implementation of paraphrasing techniques in writing poetry shows several weaknesses, either conducted online or offline. First, it requires good language proficiency and insights. Second, it necessitates an extensive and dynamic vocabulary mastery. Third, big enthusiasm in poetry writing by paraphrasing techniques that sound new and strange is involved. Fourth, it requires an interest in arranging the words and typography. The last, determining the topic or theme of poems at first is necessary so that the core message of poetry would be well delivered.

CONCLUSION AND RECOMMENDATION

Implementing paraphrasing techniques in learning poetry writing in higher education amid the Covid-19 pandemic is effectively successful. The 88,89% of poems written by the students are more qualified either in their presentations and the meaning conveyed. Henceforth, lecturers of Indonesian Language and Literature Education (either literature or education departments) need to consider the implementation of paraphrasing techniques in students' learning poetry writing to write an impressive, meaningful, and aesthetic Poem. The paraphrasing technique could be one of the alternative techniques in poetry writing in higher education. Further, it needs to be developed to enhance the quality of the creative writing process and learning. Furthermore, the results of this research can be employed as a starting point for similar studies in the future.

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