

DEVELOPING BIOGRAPHY TEXT TEACHING MATERIALS BASED ON AUTHOR'S EXPERIENCE

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Abstract

This current study aimed at developing teaching materials used in learning Bahasa Indonesia for students in Senior High School. The materials were gained through writing process conducted by the author of biography text books. The books were developed based on the author creativity in writing process. They were expected to overcome the students' difficulties in creating learning products in the form of biography text. Research and Development method were employed during this study. It was designed by doing initial potential and problem analysis, data collection, product design, validity of design, product trial, and product revision with observation, interview, questionnaire and written test were used as technique and instrument of the research. From this study obtained descriptive data on the need for teaching materials in schools, score data on the ability to write biographical texts of students, description data about the structure of biographical text and the results of expert validation of instructional materials developed from the author's experience, and scores on the measurement of learning effectiveness developed. Data were then analyzed by applying quantitative and qualitative analysis. Based on the analysis, biography text teaching materials based on the author's experience help the students understand the materials easily. The effectiveness of the learning process as well as the students' activity in creating learning products was positively measured.

Keywords: *teaching materials, the author's experience of biography book*

Introduction

Based on previous studies, inadequate teaching materials is one factor that affects the development of students competence preparing biography texts. The materials are designed as part of 2013 Curriculum for Senior High Schools. As a new part in the current curriculum, there are less teaching materials and reference supporting learning activities particularly in designing biography text both in the form of spoken and written. The development of teaching materials based on the author experience can be an alternative for this constraint. Accordingly, the development of research based teaching materials based on the author experience is urgently required.

Teaching materials are systematic materials designed and used for improving the students' competence with evaluation instruments included. The materials are all information, tools, or texts which are primarily designed and completely provided for the students' competence and is used in learning process (Prastowo, 2015:17). All the materials are assisted in a particular technique and method in accordance with the development of the students' competence and sub-competence (Lestari 2013:1) and is designed in suitable lesson plan (Sitepu, 2012:16). The materials are also setted based on the characteristic of curriculum and integrated competence between cognitive and skill competence (Kusmana, 2016), affective competence. Therefore teaching materials are completed in the form of information, reading texts, and steps that must be accomplished by the teacher as a means of the competencies development.

The development of the teaching materials are massively conducted by the expert in order to seek for an alternate and effective lesson in various designs. The struggle of developing teaching materials has been carried out in various designs (Brian, 2012:143; Du Toit, 2014:25; Sasaki, et.all, 2006:97) and taken from different milieu. The developing process employs the principals of relevance, consistency, and adequacy (Prastowo, 2013:317; Tanase, 2015:544) and is gradually conveyed from simple topic, repetition, with learning achievement provided. Thus, the principles of the development of teaching materials used are: (1) connectedness between teaching materials and Basic Competence achievement; (2) the consistency of

performed materials based on the target competence; and (3) adequate teaching materials for supporting the competence mastery.

Biography text teaching material is very rare. It is designed based on the story life of someone famous written by an author (Anindyarini, 2008:121; Fuad, 2012:24). Here, the author as the third party will be awarded an Intellectual Property Right and will be in charged for all law consequences. However, there is sometimes a story life telling his/her personal experiences known as an autobiography. It is a biography text containing merely factual information (Wahono, Mafrukhi, and Sawali, 2013:197). The facts range from identity, specialty, struggle, success, obstacles and also valuable experiences of the character.

There are competencies need to be developed based on the 2013 curriculum; identifying, analyzing, comparing, and preparing biography text. As the new competencies in 2013 Curriculum, suggested teaching materials are less provided and needed to be more developed. The development of the materials should be initiated through enriching the students' cognitive and psychometric competence. Scientific approach is carried out to improve students' cognitive competence in order to perform not only information but also students led inquiry as in Schon Reflective Theory (Johnson, 2006:33). Thereby, the development of students' competencies writing biography texts and the materials in particular are performed through creativity process.

Method

This current work uses Research and Development method with ADDIE model in five stages (Sukmadinata, 2010; Aldoobi, 2016:68), Analysis, Design, Development, Implementation, and Evaluation. Data collection in this research including (1) data structure and literary biography text; (2) results of biography text materials validated data; (3) try out data of the lesson.

Data collections are gained through the author interview, teaching materials survey validation, and technique of test competence. In terms of finding out the students' responses, questionnaire on eligibility of the teaching materials with five alternate answers *Likert* scale (Sugiyono, 2011:93) are implemented. Pretest and posttest control group design are prepared for testing the materials. The evaluation is used in the form of multiple choice questions and writing essay on biography texts.

Result and Discussion

Based on the interview, some data on creative process conducted by the author were obtained. First, the author should know some more information about the characters he/she is going to perform in the book. The character must be still alive, so the author enables to get a lot of information as well as mutual agreement on writing his/her biography. Including asking the leisure time of the character to conduct an interview. Also propose names of those people whom know him/her better for being interviewed for writing his/her biographies (for instance: wive, children, son-in-law, drivers, all school teachers and lecturers, all friends such as school and college friends, fellow employees, business partners and others). If the character has died, it is necessary to seek the materials on the internet or book, then compile a list of names of family, relatives, or close friends who need to be interviewed to deepen the exploration of the character whose biography will be written.

The next step is writing the outline of the plan for the contents of the book. Then, arrange an interview plan and its time line. Moreover, the author needs to complete the interview material which obtained from references, books, internet and others. After all the materials have been collected, then compose the writing according to the outline that has been prepared.

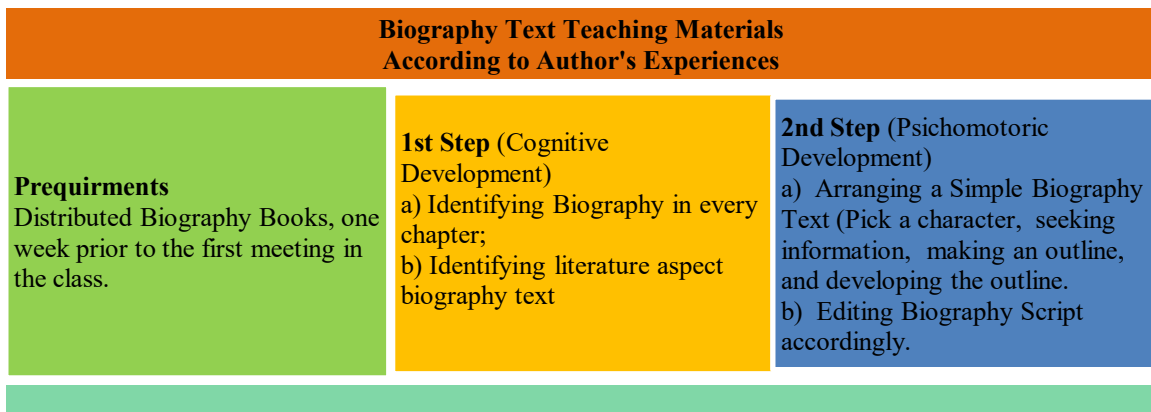
The way to write biography texts is by reading books and exploring various sources and then constructing them to become a whole story and more informative. Biography books should highlight parts that are barely revealed by other authors and parts which can inspire readers. A writer must learn the character whose the biography will be written and conduct researches to gain complete information about the character.

The biography text's structure consists of parts of orientation, important events, and reorientation. The orientation section contains the history of the character whom is the initial description of the character. In the second part is presented a series of important events or experiences by a character, such as a career process, events that bring joy and lead the character to success. In the reorientation section, the author gives a view of the character or a comment regarding good samples of the character. This section may or may not exist. The structure of the text can be described as follows:

Table 1. Biography Text’s Structure

NO	BAGIAN	KETERANGAN
1	Orientation	It contains informations regarding the history of the character which will be written. In this chapter, the author introduces the character from the beginning which depict the character in biography text.
2	Important Event	It contains event series or main events which experienced by the character. For instance, career process, joy and grief events until he/she succeeded. In this chapter, it also conclude inspirational stories.
3	Reorientation	It contains closure, namely author’s perspective towards the character whose the story is written and about sequence events which have been told. This part is optional, it could be exist or not exist. In this chapter, it also depict good roles which the character had.

Based on the results of a study towards creative process of biographers and linked to basic Indonesian competencies in the 2013 Curriculum, biography text teaching materials can be developed. The instructional materials included namely: (1) Owning or obtaining a biography book, then reading it; (2a) Recognizing biography texts by identifying parts of biography texts; (2b) Recognizing the language of biography texts by identifying the language (style and point of view of telling, specific diction, setting, sequence of events); (3a) Prepare a simple biography text that is taken by: (a) determining the characters whose the story is written; (b) finding important information about characters (from books, magazines, newspapers, the internet, relatives, friends or close friends, other figures whom know him); (c) compiling the outline of a series of important events into a plot; (d) developing the outline into a simple biography; (3b) Editing simple written biography texts. When depicted, the composition of teaching materials for Biography Text is as follows:



These materials, developed with the provisions of a book which equipped with a concept map of basic competencies, activities carried out by students, tasks and exercises. From the results of expert and practitioner validation, several improvements were made about the activities of students and the summary section was replaced with a summary.

From the results of the trial of the application of teaching materials for biographical texts, data on the effectiveness of the design of teaching materials for biography text was obtained. This data are obtained from the comparison of the mean value of the experimental class and the control class which has better confidence level until 95%. The measurement results showed that the achievement of competence in composing biography texts was more effective using biography text teaching material designs developed based on the experiences of biographers.

Discussion

A biographer must know the character better whose biography will be written. How to know and understand the character whose biography will be written can be done in various ways, for example from the character directly (if still alive). If the character to be written has died, the author can find preliminary information on the internet or other media. Furthermore, looking for in-depth information from the people around the character (wife / husband, child, sister, brother, father, mother, niece, teachers and lecturers,

business colleagues, fellow employees or certain close friends. In addition to using primary sources, you can also find out from secondary sources: such as from books, magazines, newspapers, the internet, social media. The needed information from the character is a success story or a big role that benefits many people and thoughts that inspire many people do good.

The structure of biography text based on three biography books generally includes an orientation section (description of the character's brief identity); part of a series of events, success stories, and problems experienced; and the final part is reorientation. These three sections are the main part of biography books. The most prominent linguistic aspect of biography books is the use of different languages if the biography viewpoint is different. In addition, the flow of a biography greatly determines the use of language in the text.

The design of biography text teaching materials developed in this study include (1) Title, (2) Preface, table of contents (3) concept maps, (4) basic competencies (KD 3 and 4), indicators; learning objectives, identifying general statements, explanatory sequences, and concluding; write biography text. Teaching materials are basically all materials (both information, tools, and texts) that are arranged systematically, which displays a complete figure of competencies that will be mastered by students and used in the learning process with the purpose of planning and reviewing the implementation of learning (Prastowo, 2015: 17). Each of these basic competencies, his presentation includes: (1) learning objectives, (2) time allocation, (3) material descriptions consisting of several learning activities that are appropriate to the learning objectives, (4) examples, (5) assignments, and (6) evaluation. The order of presentation of the design is in accordance with the sequence of competencies developed from the curriculum or syllabus because teaching materials are a set of material needed by teachers which are systematically written / unwritten to create a learning atmosphere for students to be able to master the subject matter thoroughly (Hamdani, 2011: 218) and learning materials or materials are basically "contents" of the curriculum, namely in the form of subjects or fields of study with topics / subtopics and details (Ruhimat, 2011: 152).

Development of Biography Text teaching materials for high school / MA students starting from the cognitive development stage first, only after psychomotor development. However, before developing these competencies, a prerequisite is needed for students to obtain or have a biography book, either by buying it or borrowing it from the library. The book must be read by students before learning takes place. Biography Text teaching material starts from the development of cognitive competence, namely recognizing biography text based on the structure and linguistic characteristics. At this stage, students find and find out for themselves, so the teaching material only exemplifies the findings instead of notifying.

The measurement of the successful teaching and learning using developed biography texts is based on the ability of students to recognize and compile biography texts which are measured by authentic assessment instruments, namely composing a simple biography text. The text products compiled by students are measured by criteria to fulfill the structure and linguistic aspects of biographical texts, as well as the creative process of writing. The following is presented the results of the measurement of the students' ability in the try out of learning with biographical texts teaching material.

The results of pre-test on the students's ability before learning activities using biography texts developed at experimental class (class X IPA 1) and control class (class X IPA 2) are shown in the following table 01.

Table 1. The Result of Pre-test of The Understanding of Biography Texts in Experimental and Control Class

The analysis		Experimental Class	Control Class
N	Valid	37	40
	Missing	3	0
Mean		67,03	66,88
Std. Error of Mean		1,603	1,406
Median		70,00	65,00
Mode		70	75
Std. Deviation		9,751	8,893
Variance		95,083	79,087
Range		40	35
Minimum		45	50
Maximum		85	85
Sum		2480	2675

Based on a comparison analysis of the results of the measurement from both try out, it shows that the results of pre-test in the experimental class is less than control class. From the result of t^{test} from both classes, the result 0,063 with degree of freedom (df) 36 is obtained and the significance level of both 2 tailed is

0,950. If t^{count} is 0,063 and t^{table} is 1,684, $t^{\text{count}} < t^{\text{table}}$. So the hypothesis is rejected and H_0 is accepted. Meaning that the result shows that there is difference from both groups. Control class got the score of pre-test \geq than experimental class or experimental class has lower ability than control class. The second difference of experimental class is influenced by some factors such as reading effort, background knowledge on biographical texts, environmental situation and condition.

Based on the result of post-test of the students' ability on learning activities using biographical texts developed by the writer's experience in this research, it is shown in the following table 02:

Table 2. The Result of Pos-Test of The Understanding and Ability to Write Biographical Texts In Experimental and Control Class

The analysis		Experimental Class	Control Class
N	Valid	37	40
	Missing	3	0
Mean		72,16	69,75
Std. Error of Mean		1,336	,819
Median		70,00	70,00
Mode		70	70
Std. Deviation		8,126	5,183
Variance		66,029	26,859
Range		30	25
Minimum		60	55
Maximum		90	80
Sum		2670	2790

From the result of statistical analysis of the measurement of the understanding of biography text in the experimental class with a sample of 37 students, it is known that the mean score is 72,16, median score is 70, mode score is 70, minimum score is 60, maximum score is 90, and standard deviation score is 8,129. While the result of control class with the sample of 40 students, it is known that the mean score is 69,75, median score is 70, mode score is 70, minimum score is 55, maximum score is 80, and standard deviation score is 5.183.

Based on the result of comparison analysis from both classes, it shows that the result of post-test as follows: the mean score of experimental class \geq control class, median and mode score of experimental class = control class or the result is the same 70, minimum score of experimental class is \geq control class, and standard deviation score of experimental class is \geq control class. From the explanation, it can be concluded that the result of post-test of understanding biographical texts using teaching materials at experimental class is better than control class or have higher ability because of using teaching material of biographical texts developed by the writer's experience.

Based on the result of statistical analysis from both classes in try out of teaching material using comparison t^{test} , the result 1,319 with degree of freedom (df) 36 with significance level of 2 tailed of 0,195 is obtained. The hypothesis test showed that t^{count} is 1,319 and t^{table} is 1,684. Meaning that $t^{\text{count}} < t^{\text{table}}$. Based on that explanation, it can be concluded that there is differences between both classes. Experimental class using biographical texts developed by the writer's experience is better than existing biographical texts used by control class. Meaning that biographical texts developed by the writer's experience got better result in teaching and learning than the existing teaching materials. The results of previous studies using biographical text teaching materials from existing textbooks, the final results of students only memorizing parts of biographical texts rather than producing biographical texts as biographers do. This shows that teaching materials developed based on the author's experience in producing biographical texts further inspire students to work on compiling simple biographical texts.

Conclusions

Based on the data analysis and discussion above, it can be concluded as follows:

1. The structure of biography texts based on the author's experience consist of three parts. Those are orientation, important event, and reorientation. The orientation is arranged in order, since the character was born (childhood), adolescence, college, married, starting business, starting work, social life, until his current work (if s/he is still alive), or until death (if s/he died). The important event presents thought, action, the role of the characters inspiring other people or the successful characters. The reorientation presents the discussion of writer toward the model of the characters written by its biography.

2. The design of teaching materials of biography texts developed by the writer's experience is arranged in stages as follows: First, having or obtaining a biography book and read it. Second, recognizing biography text, by identifying parts of biography text and identify the language (style and story point of view, special diction, background, sequence of events). Third, compiling a simple biography text with determining the characters to be told, finding important information about characters (from books, magazines, newspapers, friends, other figures who know him/her), compiling an outline of a series of important events into a plot, and developing the outline into a simple biography. The next stages is editing simple written biography texts, both language use and the other elements. The finally, student must presenting the text of the biography in the class room.
3. The results of the implementation of biography text developed by the writer's experience shows the result more effective. The effectiveness is proved by the result of descriptive analysis and statistics. It shows that experimental class got higher score than control class in post-test, even though the result of the pre-test shows the opposite data.

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