

IMPROVING THE ABILITY TO READ BIOGRAPHICAL TEXTS THROUGH A STUDENT PROCESS APPROACH

Rajatman ^{a*)}, Kastam Syamsi ^{a)}

^{a)} Universitas Negeri Yogyakarta, Indonesia

^{*)} Corresponding email: rajatman_student2022@uny.ac.id

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Abstract. This study aims to find out the improvement of the learning process in reading biographical texts through the process approach and the improvement of the results of the ability to read biographical texts through the process approach method in students. The method used in this study is a process approach. The subjects taken were 35 students in class X DKV B SMK Negeri 1 Nunukan. This Classroom Action Research is carried out with a process approach. The steps taken in reading learning through a process approach, namely the preparation stage are (1) choosing the text; (2) relate the text to personal experience and previous reading experience; (3) predict the content of the text; and (4) conduct a preliminary review of the text. There is a second stage, namely reading, students read the text in its entirety. In the third stage, responding, students respond to their reading activities and continue to try to understand the content. Data collection uses documentation, interviews, observations and tests. The data analysis techniques used in this study are descriptive statistical analysis and quantitative data are analyzed with a flow model. The results of this study concluded that the process approach of increasing interest and reading ability to read biographical texts was seen from 34 students whose interest increased from cycle to cycle, both those whose students' interest was classified as less to sufficient, from sufficient to high, or from high to very high. It can also be seen that only one student whose interest has not increased. (2) The process approach is able to improve the ability to read biographical texts as evidenced by the initial conditions, cycle I, and cycle II, there are 28 students or around (75%) whose grades increase from cycle to cycle, there are 3 students whose grades are fixed, and there are 4 students whose grades decrease.

Keywords: reading ability; process approach; learning

I. INTRODUCTION

Reading skills are the main foundation in the development of student literacy, because through reading activities students can gain knowledge, hone critical thinking skills, and develop understanding of various social and cultural contexts (Asnur et al., 2024; Festiyed, 2024; Suryono et al., 2023; Winiasri et al., 2023). Literacy is not only understood as the technical ability to recognize letters and words, but also as the ability to understand, interpret, and evaluate texts in depth (Rahman et al., 2023; Youna Chatrine Bachtiar et al., 2023). Therefore, improving reading skills is essential in shaping students who are literate, critical, and able to face the challenges of the 21st century that demand high literacy skills (OECD, 2019; Snow, 2020). In addition, reading skills have a strategic role in improving students' overall academic achievement. Students with a good level of literacy tend to be able to understand cross-field subject matter, such as science, mathematics, and social sciences, because reading is the key to accessing and processing information (Ali et al., 2024; Luciana et al., 2024; W. H. Santosa & Sudirman, 2023). Thus, reading skills are not only related to language learning, but also have a wide impact on the educational success of students. In line with the opinions of UNESCO (2020) and Pretorius (2021),

strengthening reading skills in secondary school students is a fundamental step to improve the quality of the nation's literacy and prepare a generation that is adaptive to global developments (Kaowiwattanakul, 2021).

Biography texts have high educational value because they present the true life story of characters with various experiences, struggles, and achievements (Häggström et al., 2020). Through reading biographies, students can get motivation to try harder, emulate positive values, and learn from the failures and successes of the characters being studied. According to Kurniawan (2019), biography not only provides information about a person's life journey, but also presents moral values, the spirit of struggle, and inspiration that can influence the attitude and behavior of its readers. Thus, learning to read biographical texts can function as a means of building students' character as well as strengthening learning motivation (Kusumadewi & Neolaka, 2020).

In addition to being motivating, biographical texts also broaden students' horizons because they connect them to the historical, social, and cultural contexts in which the character lives (Mafarja et al., 2023). Reading biographies provides students with the opportunity to understand how figures contribute to the development of science, art, politics, and

community life. This is in line with the opinion of Suryaman (2020) who emphasizes that biography can be a window of knowledge that teaches students about the values of leadership, example, and courage to make decisions in difficult situations. Therefore, the integration of biographical texts in reading learning not only improves language skills, but also enriches students' perspectives on life and broader social realities (Duke et al., 2021).

Facts in the field show that the ability to read students' biographical texts is still relatively low (Indonesia, 2020). Many students have difficulty understanding the content of the reading thoroughly, especially in identifying the main ideas, the relationships between events, and the relevance of the characters to the social and cultural context. Research conducted by Fitriana (2021) found that most students are only able to understand information literally, but are less skilled in interpreting implicit meanings or drawing conclusions from the biographical texts they read. This shows that students' critical reading and analytical skills still need to be improved, especially in studying texts that are loaded with moral and historical values (Elfira & Santosa, 2023; Oktarina et al., 2021).

In addition, another obstacle faced by students is the difficulty of understanding the structure of biographical texts which include orientation, series of events, and reorientation. Students also tend to be less able to grasp the moral messages contained in the text, so learning to read biographies has not fully impacted character formation. According to Lestari (2020) and Kurniawan (2022), the low level of biographical reading skills is influenced by learning methods that are still predominantly teacher-centered, the lack of process-based learning strategies, and the lack of text variety that attracts students' interest. Therefore, a learning approach is needed that is able to facilitate students to understand the content, structure, and moral values in biographical texts in more depth (Blything & Hardie, 2019); (Singh, 2022); (Erya & Pustika, 2021).

In the context of modern learning, an effective, student-centered approach is an urgent need to improve the quality of the learning process. This approach emphasizes the active involvement of students in building knowledge, rather than simply passively receiving information from teachers. According to Arends (2018), student-centered learning allows them to develop critical thinking, creativity, and problem-solving skills through activities that demand direct participation. Thus, the application of an approach that places students as learning subjects is in line with the 21st century educational paradigm that demands collaboration skills, communication, information literacy, and high-level thinking skills (Dewanto et al., 2024; Ichsan et al., 2023; T. A. Santosa & Aprilisia, 2022).

In addition, the student-centered learning approach has been shown to be more effective in increasing learning motivation and learning outcomes in a sustainable manner. Students feel more valued because they are given space to express their opinions, explore, and reflect on their learning process (Isnaini & Aminatun, 2021). This is in line with the

opinion of Weimer (2013) who states that student-centered learning can increase students' learning autonomy, strengthen metacognitive skills, and build personal responsibility for learning outcomes. With a learning strategy that puts students at the center, the learning process not only focuses on academic achievement, but also on developing attitudes, values, and life skills that are relevant to the needs of society (Handayani & Aminatun, 2020).

An effective, student-centered approach to learning is an essential need in modern education, as it places students as active subjects who build knowledge through meaningful learning experiences. This model allows students to be directly involved in the process of exploration, discussion, and reflection, thereby increasing learning motivation as well as critical thinking skills. According to Weimer (2013), student-centered learning not only focuses on cognitive achievement, but also develops independence, collaboration, and personal responsibility for the learning process. Thus, the application of student-centered learning is in line with the demands of the 21st century that emphasize literacy, communication, and complex problem-solving skills (Zulkifli et al., 2022); (Anwar et al., 2023; Matani et al., 2019).

The student process approach is a learning strategy that emphasizes the active involvement of students in each stage of learning by following planned systematic steps. In the context of reading, this approach helps students to understand the text gradually from pre-reading, during reading, to post-reading (Yudha & Mandasari, 2021); (Teng & Zhang, 2021). Through this stage, students are not only asked to understand the content of the text literally, but are also trained to analyze the structure, find implicit meaning, and relate the reading to personal experiences and social contexts. According to Tompkins (2014), a process-based approach allows students to develop literacy skills on an ongoing basis because they are engaged in the process of critical and reflective thinking (Agustin & Ayu, 2021).

Furthermore, the student process approach also supports the creation of meaningful learning as students actively build understanding through interaction with texts, teachers, and peers. This process fosters metacognitive skills, which are students' awareness in monitoring, evaluating, and improving the reading strategies they use. Research conducted by Brown (2019) shows that the application of the student process approach in reading learning can improve the ability to comprehend texts while strengthening students' motivation to learn. Thus, this approach is not only oriented to the end result, but also emphasizes a learning process that fosters independence, collaboration, and appreciation for the values contained in the text.

Several previous studies have shown that a process-based approach has been shown to be effective in improving students' reading skills (Dijkstra, 2022). Research conducted by Fitriani (2020) found that the application of *the student process approach* in reading learning can significantly increase students' understanding of the content of the text and the structure of reading. This is because students are actively involved in every stage of learning, starting from

understanding the purpose of reading, exploring the content of the text, to reflecting. In line with that, a study by Rahmawati (2021) revealed that the process approach is able to foster student learning motivation because it provides opportunities to interact, discuss, and build mutual understanding in groups (Kaowiwattanakul, 2021).

In addition, research conducted by Suryaman (2019) also shows that the process approach contributes to improving students' critical thinking skills, especially in identifying the main ideas and moral messages of the text. Another study by Ningsih (2022) concluded that learning to read using student process strategies can gradually expand students' literacy skills, because this method emphasizes systematic and student-centered learning. Thus, the findings of these studies are relevant to support this research, as it shows that the application of the student process approach can be a solution in overcoming the low ability to read biographical texts in secondary schools.

II. RESEARCH METHODS

The research method used is Classroom Action Research (PTK) with the application of a process approach to learning to read biographical texts. The subjects of this study are 35 students of class X DKV B SMK Negeri 1 Nunukan. PTK is carried out in two cycles, each consisting of planning, implementation, observation, and reflection. The learning steps through the process approach are carried out in stages, namely: (1) the preparation stage, which includes selecting the text, connecting the content of the text with personal experience and previous reading experience, predicting the content of the text, and conducting a preliminary review; (2) the reading stage, where students read the text in its entirety to gain initial comprehension; and (3) the response stage, where students provide responses, reflections, and deepen their understanding of the content of the text read.

Data collection is carried out through documentation, interviews, observations, and tests to obtain a comprehensive picture of students' interests and reading abilities. The data were analyzed using descriptive statistical analysis techniques and flow models for quantitative data, allowing researchers to observe the development of students' abilities from cycle to cycle. The results of the analysis showed an increase in both the aspects of interest and the ability to read biographical texts. This is shown by 34 students whose interest increased gradually, as well as 28 students (75%) who experienced an increase in grades from cycle I to cycle II. Thus, the process approach method in PTK has been proven to be able to make a positive contribution to improving students' biographical text reading skills.

III. RESULT AND METHODS

The results of the students' work showed that the students did not understand the content of the reading so that it was still difficult to answer the questions given in the group, then the new students applied it independently. The

implementation of group division actually takes a lot of time, the classroom atmosphere becomes noisy, students are not able to create groups independently, so teachers have to intervene in dividing the class into groups. The ability to read the biography text of students in the first cycle has improved. However, because students are not very understanding and are not used to using the process approach in reading, the increase in reading skills is not too great. The results of the ability to read biographical texts in cycle I can be seen in Table 1.

Table 1. Ability to Read Students' Biographical Texts in Cycle I Actions

Information	Siklus 2
Lowest Score	50
Highest Score	90
Grade Point Average	67.03
Number of Students Completed	18
Percentage of students who complete	51.4%

The table above explains that the student's lowest score is 50, the highest is 90, and the average is 67.03. When compared to the value of the student's ability to read the biographical text before the action was carried out, which only reached 61.52, the average increased by 5.51. Based on the reflection analysis above, actually the actions in the first cycle can be said to be successful, because they have met the indicators of achievement in the first cycle, namely 51.4% of students are able to meet the KKM, but have not achieved maximum results. Therefore, the action of cycle II as an improvement from cycle I needs to be carried out. The implementation of cycle II was approved by the teacher after the researcher provided the results of analysis and reflection on learning to read biographical texts in cycle I. Cycle II action was agreed to be carried out a week after the implementation of cycle I, precisely on Thursday, April 11, 2013 at the seventh and eighth lesson hours. Furthermore, the results of the biographical text reading ability test in cycle II also increased from the previous cycle. Most students experienced an increase in grades although there were still some who were not able to meet the KKM (75). The results of the test of reading the student's biographical text in cycle II can be seen in Table 2.

Tabel 2. Kemampuan Membaca Teks Biografi Siklus II

Information	Siklus 2
Lowest Score	50
Highest Score	90
Grade Point Average	78.9
Number of Students Completed	28
Percentage of students who complete	80%

From the table above, it can be seen that the lowest score of students in this second cycle is 50, and the highest score is 90. Students who have been able to meet the KKM are 28 students, while those who have not been able to meet the KKM are 5 students. So the percentage of students who are able to meet the KKM is 80%. The average score of students in this cycle was 78.9. Furthermore, the distribution of the value of reading biographical text after using the process approach in cycle II will be presented. The achievement of the value of the ability to read biographical texts with the student process approach in learning activities from the initial condition, cycle I, and cycle II based on the test results has increased, this can be seen from the average score of each cycle is increasing, for more details can be explained in table 3.

Tabel 3. Average Score of Students' Biography Text Reading Ability in Initial Conditions, Cycle I, and Cycle II

Action	Average
Pre-cycle	61,52
Siklus 1	67,03
Siklus 2	78,09

From the table, it can be seen that the average value of reading the student's biographical text in the initial condition is only 61.52 and when compared to the average ability to read the student's biographical text in the first cycle which reaches 67.03, it means that there is an increase of 5.51. The average in cycle I when compared to cycle II which reached 78.09 also increased by 11.87. The findings of the study show that the application of the student process approach is able to significantly improve the ability to read students' biographical texts. In the early stages, most students still have difficulty in understanding the content of the reading, identifying the main ideas, and capturing the moral message in the biographical text. However, after applying the steps of the process approach, students' understanding gradually increases. This is in line with the results of Tompkins' (2014) research which confirms that a process-based approach allows students to build a deeper understanding through active engagement and systematic learning stages.

In addition, increasing interest in reading is also one of the important findings in this study. Students showed higher enthusiasm when asked to relate the content of the text to their personal experiences, predict the content of the reading, and give responses after reading (Ahn et al., 2019); (Leticia et al., 2022). This activity not only encourages cognitive engagement, but also affective student involvement in the learning process. According to Guthrie & Wigfield (2012), intrinsic motivation in reading can increase if students feel connected to the text they read. Thus, the process approach plays a role in generating reading motivation which ultimately has a positive effect on students' literacy skills.

Other findings show the development of students' ability to understand the structure of biographical texts, such

as orientation, series of events, and reorientation. In the beginning, many students only focus on the storyline without understanding the entire text framework (Zulyusri et al., 2023). However, through reading and responding activities, students are able to recognize structural patterns and relate them to the content of the text in a more organized manner (Dijkstra, 2022). This is in line with the opinion of Brown (2019) who states that process-based learning helps students build awareness of the structure of the text, thereby improving their analytical and interpretive skills of reading. In addition to improving the understanding of content and structure, this study also found that students are better able to identify moral values and role models in biographical texts. In the final cycle, the majority of students can deduce moral messages as well as relate them to everyday life. This strengthens the view of Kurniawan (2019) that biography has a strong educational function because it is able to convey exemplary values that can be emulated by students. Thus, the student process approach not only improves reading skills, but also contributes to the formation of students' character (Hägström et al., 2020); (Sari & Prasetyo, 2021).

Finally, the results of this study confirm that the student process approach is effective in improving the ability to read biographical texts, both in terms of understanding the content, text structure, and moral values (Blything & Hardie, 2019). A significant improvement was seen in 75% of students who made progress from cycle to cycle, both in cognitive and affective aspects. In line with the opinion of Weimer (2013), student-centered learning allows them to build learning independence, develop critical thinking skills, and increase their sense of responsibility in understanding the text. Thus, the findings of this study confirm the importance of applying the student process approach as an alternative to reading learning strategies in secondary schools (Oktaviani & Indonesia, 2021).

IV. CONCLUSIONS

The results of this study concluded that the process approach of increasing interest and reading ability to read biographical texts was seen from 34 students whose interest increased from cycle to cycle, both those whose students' interest was classified as less to sufficient, from sufficient to high, or from high to very high. It can also be seen that only one student whose interest has not increased. (2) The process approach is able to improve the ability to read biographical texts as evidenced by the initial conditions, cycle I, and cycle II, there are 28 students or around (75%) whose grades increase from cycle to cycle, there are 3 students whose grades are fixed, and there are 4 students whose grades decrease.

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