

# ANALYSIS OF THE USE OF BIOGRAPHICAL TEXTS IN ENGLISH LEARNING TO IMPROVE STUDENT'S WRITING SKILLS

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## ABSTRAK

This study analyzes the effectiveness of using biography texts to improve the writing skills of 11th grade students at MA Malnu Pusat Menes. The methodology used is a case study with a qualitative approach involving observation, interviews and documentation as data collection techniques. The results showed that the use of biographical texts significantly improved students' writing comprehension, especially in terms of content consistency with the title (75%), language rules (65%), and spelling and punctuation (70%). Nevertheless, some students still have problems writing texts that conform to the language rules and structure of biographies. Furthermore, the use of technology in teaching, such as PowerPoint presentations, was found to help improve students' understanding. In conclusion, biography texts are an effective way to improve students' writing skills and to foster their interest and motivation to learn to write.

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## INTRODUCTION

In the era of globalization and rapid technological advancement, the development of students' writing skills is very important. Writing skills not only serve as a tool to communicate, but also as a means to express themselves and disseminate knowledge. Various issues relevant today, such as digital latitude and students' lack of motivation to write, have become global concerns. Many students experience difficulties in writing texts due to internal and external factors, as well as a lack of experience and supporting resources in learning to write biographies

(Puspa et al., 2024). A biography text usually includes the life, struggles and successes of a character or actor. An biographical text is a text that that tells the story of a character or actor, their events and the issues they face. Biography is the history of a person's life or written by someone else. The text of an autobiography usually contains a personal life, whether it's a struggle or success/achievement(Lozanov et al., 2021). In this study, I focused on using biography texts as a method to improve students' writing skills. Writing is one of the language skill that

is highly expressive and productive. It is said as expressive because writing is the result of thoughts and feelings that can be cast through the activity of moving the fine motor skills through the strokes of our hands (Wati & Sudigdo, 2020). Biography texts can arouse students' interest and provide them with real-life contexts (Salar & Aksakalli, 2021). One of the things that will be discussed here is students' writing skills, according to Setiawan et al. (2020) defines writing as an activity of delivering messages (communication) using written language as a tool or medium. Previous research shows that a genre-based approach can significantly improve students' descriptive and biographical writing skills (Saksono, 2022). However, there is still a gap in research that the specific application of biographical texts in the context of upper secondary writing instruction, so this study is highly relevant. However, there is a lack of research that specifically analyzes the impact of using biographical texts on writing skills.

This creates an opportunity for this research to further our understanding of how biographical texts can be used as effective teaching tools. Furthermore, this study will examine the impact of using biographical texts on students' motivation and creativity in the writing process. The purpose of this study is to analyze the effectiveness of using biographical texts in improving students' writing ability, and to explore how these texts can enrich their learning experience. Thus,

this study is expected to make a significant contribution to the development of educational practices, particularly in improving the quality of writing instruction as well as encouraging students' interest in active participation in learning. Through these findings, I hope to contribute to the existing literature and provide empirical evidence supporting the importance of biographical text-based learning methods in the context of language teaching.

## RESEARCH METHOD

This research utilizes a qualitative approach using a case study method. Qualitative research is research that is descriptive and tends to use analysis (Wekke Suardi, 2020). A case study is a study in which researchers explore a particular phenomenon (situation) at a particular time and activity (program, event, process, organization, or social group) while collecting detailed and in-depth information using different data collection procedures over a period of time (Assyakurrohim et al., 2022). This research focuses on analyzing the use of biographical texts in improving students' writing skills. A case study was selected to gain an in-depth understanding of the learning process and how biographical texts affect students' writing skills.

The participants in this study were 11th grade students at the Malnu Pusat Menes School in Malnu Pusat Menes. The sample

was selected using a purposive sampling method, with one class specifically studied based on certain considerations, such as relevance to the research objectives and involvement in the use of biographical texts in learning.

There are various methods of data collection such as participant observation, interviews and documentation. In qualitative research, techniques such as interviews and observations are commonly used. (Berta Panduwinata et al., 2023). Participant observation was conducted by directly observing the learning process of writing using biographical texts, recording student interactions, and strategies used by teachers. Interviews were conducted with teachers and students to understand the effectiveness of biographical texts in improving writing skills. Documentation, on the other hand, was used to collect notes or materials to enrich the data collected through interviews and observations.

## RESULT AND DISCUSSIONS

The participants in this research were 28 students from the 11th grade students of Malnu Pusat Menes. The implementation of this research began with the teacher giving a lesson on biographical texts. Based on the data obtained from observations and measurements, it was found that the use of biographical texts significantly influenced the improvement of students' writing skills.

**Tabel 1.** Difficulties experienced by students in writing biographical text skill.

Skill Aspect	Average
Title and content suitability	75%
Language features text	65%
Use of spelling punctuation	70%

Table 1.

The table above shows the students' level of difficulty in biography writing skills. The results of the assessment of students' ability to write biographical texts show that students face a number of problems in writing texts that comply with the applicable rules. Although students scored an average of 75 % in terms of the suitability of the title and content, there were still students who had difficulty in choosing an appropriate title and in considering the content of the biographical text they wrote. Some students may not fully understand how to harmonise the title with the life story of the character they are writing about, so they tend to choose inappropriate or irrelevant titles. Understanding the importance of matching the content and title of a biography can help overcome this problem.

A score of 65% on the grammar of the text shows that many students still have difficulty following proper grammar when writing biography texts. In order to convey information about a character's life well, biographical texts should use clear, coherent,

and logical sentences. However, some students have difficulties composing appropriate sentences and sometimes use vague or unclear sentences. In addition, some students have difficulty connecting ideas or paragraphs to each other, making the resume text disjointed. Students will benefit greatly from improving the quality of their writing by increasing their understanding of sentence structure and paragraphing.

Despite efforts to ensure correct spelling and punctuation, there were still some errors in the writing, as indicated by the average score of 70% in terms of the aspect of spelling and punctuation use. Incorrect spelling and inappropriate use of punctuation can impair fluency and comprehension of biographical texts. Some students did not always follow the correct spelling rules or ignored proper punctuation such as periods, commas, and question marks. Such errors may seem trivial, but they can affect the reader's understanding of the text as a whole. Therefore, students need more training in punctuation and spelling to make their writing more professional.



Figure 1

The image shows the students' learning process when learning the resume text. The image shows students paying close attention to what is being explained. The

image also illustrates the learning process using a PowerPoint presentation (PPT). An interactive PowerPoint is a slideshow presentation that is arranged in an interactive, list-style format so that it can provide programmed feedback (Febri Wijaya, 2022). In the PPT screen, a variety of information about the resume text is very clear. Such as text structure, comprehension, linguistic elements, and the type of resume text. By using PPT, an effort is made to capitalize on the use of technology in the learning process.

The image above shows how technology can help improve the quality of learning. Not only can students better understand the course material using learning media such as PowerPoint, but it also creates a more interesting and fun learning environment.

## CONCLUSIONS

This study showed that students improved their comprehension and writing skills after using biography texts as a tool to improve students' writing skills. However, this study showed that some students experienced some challenges, such as finding the correct title, following the correct linguistic rules, and using correct spelling and punctuation. The evaluation results showed that the "appropriateness of title and content" aspect was relatively better understood with an average score of 75%. However, some students still had difficulty matching the content to the title. The "language rules"

aspect achieved an average score of 65%, indicating that students still need to improve their ability to create clear sentences. Therefore, this study shows that using biography texts in learning to write is one of the effective approaches to improve students' writing skills. This research also showed that the biography text-based approach can increase students' interest and desire to write, especially with appropriate teaching tools. Therefore, teachers are advised to maximize the use of biography texts in learning to

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