



The 1st Multi-Disciplinary International conference University Of Asahan 2019
Thema: "The Role of Science in Development in the Era of Industrial Revolution
4.0 based on Local Wisdom." in Sabty Garden Hotel-Kisaran North Sumatra,
March 23rd, 2019

THE USE OF ANDRAGOGY STRATEGY TO IMPROVE THE STUDENTS' BIOGRAPHICAL CRITICISM

Halimah Tussa'diah

English of Education, University of Muhammadiyah Sumatera Utara, Indonesia
Email: halimmaht@umsu.ac.id

Abstract

This study aimed at describing the implementation of Andragogy strategy to improve the students' Biographical Criticism in Ronggeng Dukuh Paruk novel. The subject was 25 students of the VII semester of English Education Department FKIP UMSU of 2017/2018 Academic Year. Descriptive qualitative and descriptive quantitative design were applied in this study. In Pre Test I Cycle I, there was only 24% students completed with the highest score was 75 and the lowest was 45. In Post Test I Cycle I, there was 36% students completed, or there was 24% improvement from Pre Test I Cycle I. In Pre Test in Cycle II, there was 80% students completed or there was 33,33% improvement on the students learning according to student completeness criteria.. In Post Test II Cycle II, there was 100% students completed or there was 20% improvement in Pre Test II Cycle II and 80% improvement in Pre Test I Cycle I. The students' diary note also showed their higher motivation, enthusiastic and enjoyed their learning, as the result their learning became better and better. It was proved from the score of each test. It meant that the use of Andragogy strategy could improve the students' achievement in Biographical criticism.

Keywords: *Andragogy, Biographical Criticism, Motivation, Improvement*



A. Introduction

Literary Criticism is an advanced subject in English Education Departmen in FKIP UMSU. This subject facilitates students in providing exercises to sharpen their ability especially in understanding literature and literary criticism. It makes students possible to apply literary theories which they have studied before in the previous semesters, which covers all literary branches ; that is Poetry, Prose, and Drama. But the problem is that students have no ability to understand aspects dealing with them which finally are a dilemma and become a burden to overcome when studying Literary Criticism.

To appreciate a piece of literary work including literary criticism is not merely to judge it according to what the readers read, but more than that, a reader must respond based on criterias or theories agreed or recommended by a certain literary genre. Those theories or agreement will become the starting point to give a critic to a certain literary work. This is not an easy task because a certain literary genre must have a certain literary theory, which has different concepts or understanding in common from other genres, and each has a different background in criticizing a literary work. This condition needs a special judgment or critic from different point of view as well., this frequently becomes the source of problems or difficulties for students in Literary Criticism as a subject, and if this situation happens, it can be predicted that the final result is a failure to the students. It also occurred to the VII semester students of English Education Department of FKIP UMSU Medan, when they criticized Ronggeng Dukuh Paruk novel by Ahmad Tohari from Biographical criticism point of view.

Identification of the Problem :

1. The students have no ability to understand aspects dealing with literary branches
2. The students have no knowledge of literary concepts of literary genre.
3. Students do not understand that different background of a literary genre have different theory.



4. Students cannot criticize Ronggeng Dukuh Paruk novel by Ahmad Tohari by using Biographical Criticism.

The Formulation of the Problem

1. Is there any improvement on the students' biographical criticism mastery by using Andragogy strategy?
2. What is the percentage of the students' biographical criticism mastery by using Andragory strategy?

To minimize the weakness above, there are some points the students can do :

1. Making a study group so that they can share information to complete each other in literary subject
2. Doing some exercises together, either by writing literary work or playing the drama, or even becoming the observer of their friends' literary work.
3. The lecturer must create a conducive teaching learning process which can motivate students by using interesting method, technique, learning strategy and suitable material., so it can create interesting learning that can reach the target of the learning.

To reach the maximal result in the learning process, in general there are two factors affecting the students' achievement according to Hafni, they are internal factor and external factor (2006 : 2), though in reality there are always students failing to reach their maximal learning. To this purpose, aids in learning are needed, and one of them is the use of Andragogy strategy. This learning model directs students as matured person who can think and respond according to his own capacity to be independent in his social environment (Kartini Kartono, 1997). Students actively think or study and the lecturer is the facilitator, motivator, dynamisator or leader.

Literary Criticism

"Literary Criticism" is derived from "critic, taken from Greek "crites" which means "judge", and finally becomes "criticos" or "literary



judgment” (Baribin, 1993), it is a branch of literature functioning to assess a piece of literary work. It covers a various judgment to assess whether a piece of literary work is good or not. It is the duty of a literary critics to evaluate the goodness or the badness of a literary work, and for a student who is studying literature, it is important for him to start studying literary theories previously, while at the same time studying the genres/schools of literature trains them to be able to criticize a literary work. But for those who want to criticize it, it is very important for them to have an insight in various disciplines related to literary works, because, that in assessing a literary work there are many things which will be interrelated to the assessment of the literary work .

A literary work is very possible to be analyzed, classified and finally assessed, and it is the task of a literary critic to describe / understand the thoughts, values, ideologies, philosophy or life views in a literary work. Good literary criticism is a criticism that does not only evaluate a literary work, but also gives concrete reasons and evidence, either directly or indirectly in its judgment. Pradotokusumo (2005) states that literary criticism can be interpreted as one of the objects of literary study (a branch of literary science) that carries out analysis, interpretation and assessment of the literary text as a work of art. Briefly, it can be said that literary criticism is a study which deals with defining, grouping, analyzing, interpreting and evaluating a literary work.

Some Reasons for Conducting Literary Criticism :

1. To improve the quality of a literary work. The critics coming from other critics or readers can improve the quality of a literary work to be better.
2. Literary criticism can encourage the creation of other literary works, the more people criticize a literary work, then it will encourage others to create other useful and high-value literary works.
3. As an appreciation for a literary work. An author will feel motivated if his work is appreciated, one of which is through literary criticism.



4. To provide information with a different perspective in a literary work. This can help the readers to express hidden values from different perspectives, so that the purpose of the author can be fully accepted by literary readers.
5. To facilitate the delivery of literary messages to literary readers and help them understanding the contents broadly, theoretically and scientifically.
6. As an academic function, such as completing the final assignment to get a degree.

Biographical Criticism

Biographical criticism is the practice of analyzing a literary work through the lens of the author's experience. This literary criticism relates to the age, race, gender, family, education and economic status of the author. In this literary criticism, a critic must examine how a literary work reflects the personality characteristics, life experiences and psychological dynamics of the author. This literary criticism believes that to understand a literary work, the reader needs knowledge from the facts and biographical experiences of the author.

Kelly Griffit (2002) says that Biographical criticism receives an intellectual impetus from 19th and 20th century ideas about science, and is still widely practiced. It provides practical help to understand subtle but important meanings in a literary work. This genre focuses on explanations of literary text by using the perspective and knowledge of the author's life. The problems that are often questioned in literary criticism are: "How can literary reflect the author's life?" And "Is the text representative of the author in matters relating to the author's life ?". In this case the focus must be placed on identifying and criticizing the basis of Biographical criticism. The author's life broadly, can influence the meaning of his work. Biographical criticism is a theoretical approach to literature that shows interesting things from the author. It also studies how the facts about the author's life can be the direction of ideas in his work. Also in this genre, it will be learned that an event in his life can influence the theme or selection of the subject matter in a literary work. Biographical criticism starts from



the simple but the important thing, and the understanding of the author's life point of view can bring the reader to understand his work as a whole. Anyone who reads the author's biography can see immediately how the author's experience can affect directly or indirectly from what he wrote or created, just as Samuel Johnson in his book *Lives of Poets* (1779) explained this in important notes from the author's life and clever judgments from his work.

Andragogy Strategy

Andragogy theory is a learning strategy that focuses on students (student oriented). The theory developed by Malcolm Knowles (1986: 15-18) is a learning strategy that involves students (ego), meaning that the key to success in the learning process lies in their own involvement in the learning process. This theory views students as adults who are able to think. Students are active in learning and thinking, while the teacher / lecturer acts as a facilitator, motivator, dynamist, guide. This means that this learning strategy views students as "adults" who think critically, analytically and responsively.

Steps for Implementing Androgogy Strategies in Biographical Criticism material

1. Students moved from total dependence to self-direction (students read the novel *Ronggeng Dukuh Paruk* by Ahmad Tohari).
2. Students discussed the contents of the novel
3. Students moved from discussion activities and then developed it into analyzing the contents of the novel.
4. Students were asked to draw conclusions from reading and analyzing *Ronggeng Dukuh Paruk* novel.

B.Method

This research was conducted at the VII semester students (25 students) of the English Education Department of FKIP UMSU at Jl. Kapten Mukhtar Basri No.3 Medan of the academic year 2017/2018. This research was a Classroom Action Research (CAR) .It was a qualitative and quantitative research. According to Arikunto (2010: 3) that



classroom action research is an examination of learning activities in the form of an action that is deliberately raised and occurs in a class together. The action was given by the teacher and was carried out by students aiming at improving the ability / skills of students' literary criticism, especially Biographical criticism.. The procedure for implementing the research could be described as follows:

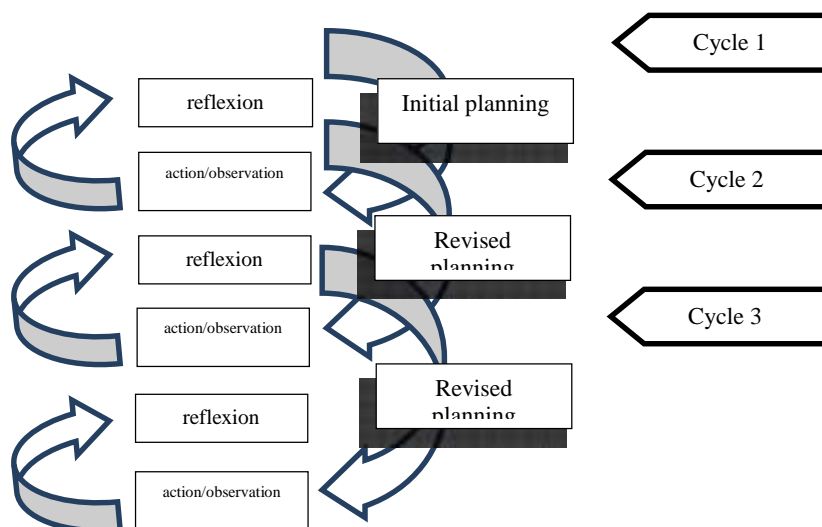


Figure 4.1 The Spiral of Classroom Action Research (Arikunto, 2010), adapted from Kemmis-Mc Teggart Model

Before the steps was carried out, students firstly would be given a test as initial observation to find out the students' background about literary concepts and criticism including Biographical criticism as the basis for implementing actions through the application of Andragogy strategy. The results of the test and initial observations were then followed by the I cycle , the result of reflection in the I cycle would be followed by the II cycle. The implementation of the III cycle would be carried out based on the results of the reflection of the II cycle. The I cycle consisted of three meetings, while in the II and III cycle, each included two meetings. The following were the steps of these cycles.



1. Cycle I: Pre Test I and Post Test I

The design in the form of steps in each cycle of classroom action research was Biographical criticism by applying the Andragogy strategy. Learning Strategy could be explained as follows:

a. Planning

In planning the researcher explained about the learning plan to achieve the learning target. The following were activities carried out by researchers in the planning step:

1. Deciding the research schedule,
2. Analyzing the curriculum to find out the basic competencies delivered to students and used in the application of Andragogy Strategy,
3. Writing Learning Implementation Plan (RPP) of Biographical Criticism by applying Andragogy Strategy,
4. Planning the steps of Literary Criticism learning activities by using Andragogy Strategy,
5. Making an evaluation tool,
6. Preparing the media used in the learning process,
7. Making instruments used in the Classroom Action Research cycle including observation sheet of lecturers' activities during the learning process which were accompanied by guidelines for scoring or descriptor.

b.Action

The implementation of this action was in the form of Literary Criticism learning by applying Andragogy Strategy and the implementation of this action was designed by using several cycles. In cycle I the actions were carried out in three meetings and each meeting included three learning steps ; the initial activities, core activities, and final activities.

c.Observation

In this step, the action was carried out by an observer. At this step the observer tried to observe intensively the entire implementation of



Literary Criticism learning activities from the beginning to the end of the lesson.

d. Reflexion

The steps in each cycle always ended with reflexion. This step was the one carried out after the implementation of the activity. The aim was to identify things which were not implemented and still experienced obstacles in cycle I. The research data were collected in the form of :

1. The data of the observations in the implementation of learning,
2. The data of the Literary Criticism score.
3. The data taken from the field notes.
4. The results of the reflection in this I cycle would be used as a basis for developing plans or scenarios for the next cycle.

2. Cycle II: Pre Test II and Post Test II

Cycle II consisting of Pre Test II and Post Test II would be held in two meetings. The actions carried out in these two cycles would be the same as the actions taken in the I cycle, but there would be improvements to the actions which would be carried out in this II cycle based on the results of the activity scenario in the previous cycle; the point was that in the II cycle scenario must be based on the results of the reflection from the I cycle of post test I, as well as pre test II of cycle II, the action plan carried out in this cycle must be based on the results of the reflection in the post test I cycle I, but if the target expected was not fulfilled, then the cycle would be continued in the next cycle.

C.Research Finding

The Technique of Collecting the Data

The technique of collecting the data was done by observing lecturer's activities while learning was taking place, which aimed to find out the progress in improving the literary criticism, the result of the test sheets which described the forms of assessment and students' learning result, and the field notes to identify the problems which occurred when learning is ongoing.



Instrument of the Data Collection

The Instruments of the data collection used in this research were : the results of the pre-test and post-test cycle I, and the pre-test and post-test cycle II which consisted of 20 questions related to the Laskar Pelangi novel by Andrea Hirata and Andrea Hirata's biography.

Technique of Analyzing the Data

The technique of analyzing the data in this research was by using descriptive quantitative and descriptive qualitative technique. The Descriptive quantitative technique included the observation of the data from the lecturer's activity, literary criticism test results and field notes. Whereas the descriptive qualitative techniques included several steps; they were the data collection. The following was the technique of analyzing the data used to analyze all data obtained in this research.:

1. To get the final score of the achievement of learning implementation, the observation sheet was analyzed by using the following formula:

$$N = \frac{\text{total score obtained}}{\text{total maximum score}} \times 100$$

with the range of criteria as follows:

Very good = 80-100

Good = 66 - 79

Enough = 56 - 65

Less = 40 - 55

Very less = 0 - 39 (Winarsunu, 2009: 20)

2. The average of the learning result could be analyzed to determine students' learning result. Components to be analyzed were the average score of the students' learning result by using the following formula:

$$M = \frac{\sum X}{N}$$



M = average achievement of KKM

$\sum x$ = the number of students' grades reached KKM

N = number of students reached KKM (Sudjana, 2010: 125)

3. To calculate the percentage of the completeness of the classical learning, the following formula was used:

$$P = \frac{\sum \text{students reaches KKM}}{\sum \text{students}} \times 100 \%$$

Note:

P was the percentage of the completeness (Aqib, 2011: 41)

The criteria for the students' completeness rates in percentage were as follows:

> 80% = very high

60 - 79% = high

40 - 59% = medium

20 - 39% = low

<20% = very low (Aqib, 2011: 41)

The research indicators used in this research were :

- if the implementation of learning reached $\geq 80\%$ or the activity was carried out well with the score reaches $\geq 80\%$
- Students' learning result indicated that $\geq 80\%$ students completed their studies or reached KKM $\geq 70\%$,
- Problems found when learning activities could be solved totally.

D. Discussion

Research Results

Based on the results of Pre Test and Post Test in each cycle (Cycle I and Cycle II), the test results obtained showed there was a significant improvement in the students literary criticism, especially in Biographical criticism material, as presented below:

Table 5.1 Learning Result of the Students' Literary Criticism by Using Biographical Criticism



Score Scale		Frequency				Remark
Qualitative	Quantitative	Cycle 1		Cycle 2		
		Pre-test I	Post-test I	Pre-test II	Post-test II	
85-100	A	0	0	2	14	Completed
80-84	B/A	0	1	7		Completed
75-74	B	1	5	5	2	Completed Completed
70-74	C/B	5	3	6	0	Completed
65-69	C	5	5	2	0	Uncompleted
60-64	D/C	3	6	2	0	Uncompleted
55-59	D	6	3	1	0	Uncompleted
0-54	E	5	2	0	0	Uncompleted
Total		25	25	25	25	

From the table above it could be seen the improvement in learning result from cycle to cycle; that was the improvement in the number of students who completed.

E. Discussion

The Data of the Test Result

The results of observations of the tests given to students in the first cycle could be explained as follows:

Table The Data of the Students' Learning Result in Cycle I

No	Category	Percentage (%)	Highest Score	Lowest Score	Average Score	Note
1	Pre-test	Completed = 24 % Uncompleted = 76 %	70	45	60	From the result test of each student in pre test I Cycle I, there were 19 students



						<p>who were uncompleted in KKM, and there were 6 students who completed, with the average score 60. This result showed that 76% students did not reach KKM.</p>
2	Post-test	<p>Completed = 36 % Uncomplete d 64%</p>	80	50	65	<p>From the result of each student in post test I Cycle I, there were 16 students who did not reach KKM, and 9 students who were completed with the average score 65, it showed that 64%</p>



students did not reach KKM and the improvement of completeness was 24 % from post test in Cycle I

Table The Data of The Students' Learning Result in Cycle II

N o	Categor y	Percentage (%)	Highest Score	Lowest Score	Average Score	Note
1	Pre-test	Completed = 80 % Uncompleted = 20 %	85	55	73,2	From the result of each student in pre test II Cycle II, there were 15 students who were uncompleted in KKM, There were 20 students who completed, with the average score 73,2. This result showed



						there was an improvement in students' completeness 33,33% based on KKM
2	Post-test	Completed = 100 % Uncompleted 0%	95	75	83,6	From the result test of each student in post test II Cycle II, it showed 100% students completed. This result also showed that there was an improvement 20 % students completed in KKM in Pre Test II cycle II and in Pre Test I Cysle I

Based on the table above, the results of the students' learning was improved 24% in the first cycle and 80% in the second cycle. The improvement could also be seen from the score of the students' average learning result which improved significantly at the beginning and at the end of each test.



The Data Observation by the Researchers and Collaborators

a. Cycle I

In the first meeting in cycle I, the Cycle I Pre Test I was given, researchers and collaborators conducted individual observations during the implementation of the Pre Test process. The results of the observations obtained were numerical score. During the observation process when students were doing the Pre Test, the students only listened and it seemed difficult to answer the questions given, some students did not answer any question and some even started whispering with friends who were sitting nearby.

In the second meeting, the researcher explained about the Andragogy strategy, its usefulness, and how to use the strategy to help students improve their literary criticism, especially in Biographical criticism material which would be used to provide literary criticism of the determined novels, some of them asked why they did not just answer the test given without using a strategy. For this reason, the researcher first invited students to explore their potential by listening , understanding and recording every finding they got from reading Ahmad Tohari's novel Ronggeng Dukuh Paruk and relating it to the author's biography. The researcher and the collaborator then let them conclude reading results from novels and biography. It is in the form of notes from each chapter of the novel and the biography. In this cycle, students began to look enthusiastic in writing notes and conclusions that they got from what they read.

At meeting III, researchers began to enter the implementation of the Andragogical Strategy, but students still could not fully reveal what they recorded and made conclusions from their notes without paying attention to the instructions they read from the use of the Andragogy strategy. There were still students who were confused. At the end of the meeting, students were again given questions as tested on the Pre Test I, this test was used to measure the extent of their learning result. The researcher realized that even though students had recorded important points from reading novels and biography, there were some important information they had from the novels and biography that had forgotten form their



attention and notes. In meeting III in this first cycle, there seemed to be a slight improvement towards the more serious ones, but it was still not satisfactory, this certainly also had an impact on their test results; where there were still many students who were not completed because they did not success to obtain the completeness criteria or KKM. Researchers assisted by collaborators continued to explore students' self-potential by clarifying their understanding of the previous material and giving examples related to the biography, so that students' understanding of the contents of the novel and its relation to the author's biography would be sharper resulting in better test results observations in cycle I.

b. Cycle II

At the IV meeting of the second cycle, Researchers and Collaborators observed a very significant change after students saw the results of the Post Test I in the first cycle at the III meeting. In the second cycle of the learning process at meetings IV and V, students were getting more serious (especially those who had not finished the KKM). This was also due to the influence brought by students who had completed the KKM, which indirectly motivated them to be more eager to continue or to explore their potential by becoming more easy in understanding the information found in the biography of the researcher and relating it to the contents of the novels they read and discussed, which was actually the essence of Andragogy learning strategy; namely student oriented oriented. At meetings V and VII the learning process became getting better, the more progress students made. In these two meetings the independence of students became stronger, they knew that accuracy and the utilization of their potential; whether when they observed, recorded and related what they got from the novel and biography of the author, or when they presented it in the form of discussions with their fellow friends, they could change their weaknesses in giving criticism to a literary work, in this case Ronggeng Dukuh Paruk novel by using Andragogy strategy. At the end of the VI meeting, the researcher gave the final Post Test to find out the student learning result, and the result was that all students (25 people) got the complete KKM score or 100% students were completed KKM.



F. Conclusions

Based on the results of the data analysis in the previous part, it could be concluded that the application of Andragogy strategy to Literary Criticism could improve the students' literary criticism, especially the material of Biographical criticism by Ahmad Tohari's Ronggeng Dukuh Paruk novel. This was proved from the results of Cycle I and Cycle II; in the Pre Test I there were only 5 students who were completed (passed the KKM) with the highest score 75 and the lowest 45 (2 students), the average score was 60 with 24% was completed and 76% was not completed. At Post Test I, the highest score was 80 (1 student), and the lowest was 50 (2 students), the average score was 65 with a completion rate 36% completed and 64% was not completed (an improvement in the completeness level, 24% was completed from the results of the Pre Test I). In Pre Test Cycle II there were 20 students who completed with the highest score was 85 and the lowest was 55, the average score was 73.2 with 80% completed and 20% was not completed. In the Pre Test of Cycle II, there was an improvement in completeness level that was 33.33% completed in Post Test I, and in Post Test II Cycle II the results of each student test showed 100% completed with the highest test score was 95 and the lowest 75 with an average score 83.6.

Bibliography

- Aqib, Zainal. dkk. 2011. *Penelitian Tindakan Kelas*. Bandung: Yrama Widya.
- Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktis*. Jakarta; Rineka Cipta.
- Knowles, Malcolm. 2002. *New Horizons for Learning. Lifelong Learning: A Dream*. Retrieved February 26, 2004 from <http://tip.psychology.org/knowles.html>
- Kartono, Kartini. (1992). *Pengantar Ilmu Mendidik Teoritis: Apakah Pendidikan Masih Diperlukan?*. Bandung: Pradnya Paramtra