Bringing Moral Value into the Classroom Using Biographical Text

Nurun Hidayati

Sebelas Maret University, Surakarta, Solo, Indonesia

Corresponding e-mail: nurun.hidayati@gmail.com

ABSTRACT

Moral value is generally denied in EFL classroom since its contents are considered much more emergence to teach. Besides, the artificial languages in the textbooks are widely used by teacher. In regard to those phenomena, this study aimed at providing real moral values brought from two influential heroes of Indonesia in the form of authentic texts. The method used in conducting this study was descriptive qualitative research. The data were gathered through Google search engine from an encyclopaedia namely Brittanica.com. The data were analysed through interactive model from Miles and Huberman (1994). The findings reveal that 1). The cultural values of the biographical texts analysed are in the aspect of personal struggle to be an influenced person within the laws of important position in their era. 2).The structure of both texts is macro text in which two kinds of text can be found in one text. The implication then suggests that the application of teaching text by using authentic material in the classroom is suggested. Besides, bringing the local but powerful people in the biographical text can be new point of view to be used as authentic material.

Keywords: moral value, biographical texts, genre analysis

1 INTRODUCTION

Teaching skills in language is likely difficult to be independent, it may relate to other skills. It is known by integrated skill thus teaching productive skill can be related or depended on receptive skill as well. In the idea of students-cantered teaching and learning methodology, it may be difficult to apply if there is no modelling and building knowledge of the field first. The students' prior knowledge need to be recalled first before giving new material. The following step is giving guided ways in order to familiarize students with the material. After that, the gathering works both teacher and students in construction of new text can influence students to work independently. As a result, students will be able to construct their own text.

In recalling students' prior knowledge, the new knowledge will be formed by connecting both students' prior and present knowledge. It is a salient way to be done since the brainstorming is considered can stimulate students to learn better. The skills to be taught in this phase can be listening or reading. After building new knowledge, the modeling are needed, the role of teacher as facilitator is dominant in this section before throwing them to the joint construction and individual construction of the text.

English language teaching, especially teaching writing and reading, it is not merely about transferring knowledge and skill about how to write and how to read. It also involves a bunch of aspects to be learnt such as social value and context of culture in the text. According to Kristina (2014: 7) linguistically the meaning that a speaker or writer wants to express is very much influenced by context of situation and context of culture. That is the reason why readers should also know what actually the

meaning of writer's sentences by understanding both context of situation and culture. Resembling to reading, in writing, students should also know how to organize their idea in a beautiful construction.

Regarding to above issue, this paper is intended to provide two authentic texts taken from encyclopaedia as a mean of material to be taught by finding its implication in ELT for senior high school level by exploring these two questions: 1).What are the micro and macro analysis of the texts chosen? 2). How to bring and emphasize the moral value in the macro texts chosen into classroom context? These questions are answered by using genre investigation in both macro analyses then followed by its micro analysis.

2 REVIEW OF LITERATURE

2.1 Genre Analysis

It has been changing of paradigm due to the effectiveness and applicability of theory in teaching and learning foreign language. The behaviourism changed into cognitivism followed by humanism and now to the era of what is known by constructivism. In the application of the latest theory, the genre analysis is used to relate to the situation in the real context. There are two ways in connecting genre to language learning those are through schematic structures and the linguistic features (Bruce,
2008:13). Those two ways are in the form of surface structure of the text such as the generic structure and language features.

In analysing genre, Bhatia (2002) mention three perspective of genre analytical model those are the textual perspective, the socio-cognitive perspective and the socio critical perspective. The textual perspectives analyse the surface structure of the text such as the semantic, lexico-grammatical, and the phonological structure. The socio- cognitive perspectives of the genre analytical model talk about the individual role in operating the text. The next is the socio critical perspective in which the social practice are analysed.

The main purpose of analysing genre is not always its structure but what is meant by the language used in the genre itself viewed from broader lens (Bhatia,
2002:4). It refers to studying social or moral value or even culture from foreign language. Further, Bhatia (2002) also states that the main aim of genre analysis is understand the complex and dynamic world of the text.

Moreover, Bhatia (2002) states that in order to analyse discourse in genre level, the analysis is deeper than just surface structure such as the way text formed and the way it's written in linguistics point of view. It is also seen beyond what is stated in the text such as socio-cognitive and ethnographic context. In line with Bhatia (2002), Bawarshi and Reiff (2010) mention four guidelines in analysing the rhetorical genre analysis. The first one is collecting samples of the genre followed by identifying the scene and describing the situation in which the genre is used. Next is identifying and describing patterns in the genre's features, and the last is analysing what these patterns reveal about the situation and scene.

In summary, in respect to this study, the possible aspects drawn from both micro and macro level of genre will be explored. The genres will be presented as an authentic material for ELT classroom by using two biographical texts. However, the

emphasized is on macro text of its cultural context.

2.1 Previous Study

There are several studies conducted about genre analysis. Bonini (2010) relates the genre and the social practice of the professionalism of selecting professor in Brazil. This previous work is clearly different from the present study in which the focus is on
analysing genre of the text. Besides, the result of current research is considered as an authentic material to bring into ELT classroom.

Another relevant work conducted by Geçikli (2013) who investigates the rhetorical organisation of English and Turkish Ph.D. thesis in ELT. Meanwhile, this present research focuses on micro and macro analysis of authentic material from online encyclopaedia. In term of rhetorical organisation of a text or discourse, Musa and Khamis (2015) might be in line with this present research in the field of analysing generic structure of the written discourse. To sum, this present study focuses on analysing and bringing what is possibly stated in macro and micro genre of the two texts chosen into classroom.

3 RESEARCH METHOD

Sub-topics covers here are research design, data collecting and data analysis, and validity.

3.1 Research design

This research is included into descriptive qualitative research. The data sources are two biographical texts about two archipelago heroes. They are widely considered as influenced people in Indonesian. The texts are written by the writers of Encyclopaedia Britannica, Inc. Those two influenced Indonesian heroes are Gajah Mada and Sukarno. The foreign encyclopaedia is chosen to avoid the subjectivity of domestic news or local Encyclopaedia. This is also give students new point of view about famous people they ever heard from local side.

3.2 Data collection and data analysis

The data collected through searching in the google search engine about biography of influenced people in Indonesia. There are various biography found but the texts from Britannica.com are chosen as the source of data. The data analyzed by adopting interactive model from Miles and Huberman (1994). The steps of the analysis are collecting the data, data reduction, data display, and the last is drawing conclusion or verifying conclusion. 1.3 Validity

The texts are taken from google search engine with the keyword "biography of gajah mada" and "biography of Sukarno". There are many results revealed but the text are chosen from Britannica.com because the foreign writer is consider free from biases and subjectivity in writing about Indonesian heroes.

4 RESULT AND DISCUSSION

4.1 Result

After exploring both texts, there are some point can be drawn: 1). The cultural values of the biography text are in the aspect of personal struggle to be a hero. 2). New position of the king or presidential can be reach from different ways according to different era. 3).The structure of both texts is the same; both biography texts are macro text in which two kinds of text can be found in one text. 4). those two texts are descriptive text and recount text.

4.2 Discussion

Moral values

The moral values of both texts are different in some aspects. The first text talks about the loyalty of the prime minister of Majapahit Empire to the king until he abdicated to his new generation. Within his loyalty, he was very believed to do all the roles of the kingdom by the king. In advance, Gajah Mada took a solemn oath to prove his loyalty. A thing which is very difficult to find in this current world.

In addition, the tactic of reign is marrying someone who has good power in the other kingdom. By marrying the princess, the new kingdom will be under dominance of Majapahit Empire. Besides that, there would be no war anymore because they consider they are as one family. The last is, to show the strength, power, and colony and to be legally reputed; building temple was a flourishing way at that time

The second text teaches that someone who is coming from poor family can be a great person after facing struggles. Besides that, the character in the text, Sukarno, never stop learning and working hard, so that he can be an influential person of Indonesian history. He was also chosen as the first president of Indonesia after too long time to be a colonized state.

In addition, Sukarno pressured the Japanese to grant Indonesia its independence. After struggling to get the Indonesian's independence, he was not stop to work hard and face the struggles. He led Indonesia and face new risking challenges in maintaining the state. In the last story of this hero, his position was replaced by the new more powerful person, Suharto, by a term known as direct replacement. At that time, there is no election but just replaced by more powerful person within his new regime.

The two texts above-mentioned provide information about different moral values which are depending on its era. The first text talks about an ancient history. The tactic as a leader is based on the trust and power. Gajah Mada is so loyal and powerful prime minister, thus he is trusted to serve as prime minister in more than one generation of the King. Meanwhile, in the second text, Sukarno has power in the form of intelligence.

In addition, the era of the first text explain about the kingdom in which the new position of the king can be reached by blood's relation while in the second text tells

that new position of the presidents can be reach through winning the regime, there is no blood's relation in the new world. These situations are no longer existing, the new style is democracy in which new candidate need to win the election from the whole societies to get the president's position.

To sum, the struggle had been done by people in the biography text can be an example to be followed by new generation in their appropriate era.

Structure of the text

In teaching the structure of the text, students can be asked to read every paragraph and decide to which generic structure the paragraph included in. After exploring the generic structure, the language features of the text can be analysed. The aspect of reading can be analysed one by one such as main idea, stated and unstated

information, reference, and the specific information found in the text. To sum, the reading activity is not merely emphasized just on its structure but also on its moral values.

Together with teaching structure of the text, in teaching moral values, students can be led to find the implication of the text first through reading. After that, the structure of the text can be explored. After having explained about the text structure, teacher and students can create a biographical text together about a person they already know. This phase can be a good example for students in creating a good biographical text.

The last step is independent phase, students can be asked to write their own text about the influenced person in their life. The text can be biographical text as well. Students no need to write about the superior person. Teacher can lead students to realize that there are many influenced people they can meet around them, especially their family. The writing about the biography text hopefully can remain them about the moral values they can get near them.

In short, teaching structure of the text is not merely analysing a text to know its generic structure. It is now beyond the reviewing a text, students can create their own text by gathering the information first about the text they are going to write.

5 CONCLUSION AND IMPLICATION

5.1
Conclusion

In respect to the explanation, some aspects can be concluded; 1). Bringing moral value to the classroom can be done through recalling what they already know then analyse from different perspectives, 2). The structure of the text is no longer the main concern of the teaching and learning process, but the implication of the text learnt into the real life, 3). Reading skill can be taught first followed by writing to integrate both skill and knowledge of the text and how to construct new text based on the example given.

5.2 Implication

Regarding to the information provided in the text, the application in the

classroom is much better rather than this literature study. Hopefully bringing the local but powerful people in the biographical text can be a new point of view, especially for whom who are engaged in teaching and learning process in the EFL classroom in respect to the national history.

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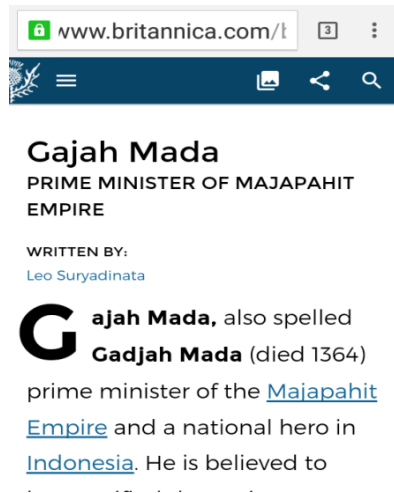
Reference from encyclopaedia Brittanica.com
http://www.britannica.com/biography/Gajah-Mada
http://www.britannica.com/biography/Sukarno

APPENDICES:

Appendix 1: The biographical text of Gajah Mada in Google search engine
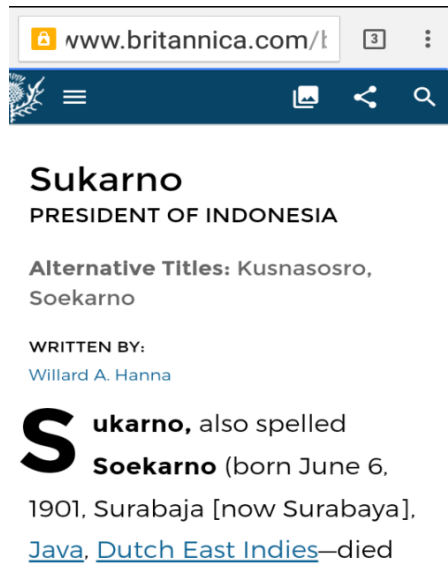
Appendix 1: The biographical text of Sukarno in Google search engine