

UNIT XI

EXPLORING THE COMMUNICATIVE PURPOSE OF TEXT (Part 2)

Course Objectives:

1. Students are able to explore and comprehend the communicative purpose of a text.
2. Students are able to practice, identify, and discuss the communicative purpose of a text by working the following draft of task given in the module below.

PERFECT PEOPLE AS A PURPOSE OF HOLISTIC EDUCATION IN ISLAM (PART 2)



The movement of holistic education is **aimed** to be in line with the religious teachings in Indonesia. They share and **recognize** the fundamental values of Islam: have faith and fear of Allah, peace, noble **morality**, mastery of science and art, hence these can also result a **civilized society** based on the country's ideology, that is, *Pancasila* or the five principles and the Constitution of 1945. These can be pictured or designed as indicators of building perfect and holistic people, or *insan kamil* as well as the solution that can be taught and practiced in order to create the excellence of Islamic civilization.

To make these possible, Alwasilah (2014: 15-16) has proposed the four dimensions to maintain the balance of building the holistic people. First of all is from a physical-spiritual dimension. This means that from the teachings of physical education such as biology and physics, we can learn how to treat and develop ourselves through our physical health. While from spiritual dimension, we can learn how to live **harmoniously**, especially how to be **tolerant** with other people from different religion.

Next is to build up a balance characteristic between individual and social beings. We can learn to respect others as well as we respect ourselves. In order to be appreciated, we have to **appreciate** others first, without any regards of asking it in return.

The third is to build cognitive and affective **dimensions**. Cognitive **refers** to involving conscious of intellectual activities such as: thinking, reasoning and remembering. These can be learnt through studying mathematics and linguistics as these two also study logical thinking. Then affective can be referred to influencing feeling and emotion. These can be developed through the activity of seeing the beauty of nature, arts, and controlling our emotions. However, affective can also mean to be sensitive and care about the social issue as well as social problem happening in the country such as: **poverty**, human rights, environmental issues, social **justice** and so forth so that we can also find the solutions of these problems.

Then the fourth is to build local and global dimension. The world has become a global village that we can see from hand through the internet. Therefore it goes without saying that we have to act locally, but in the same time, we have to think globally so that we can **balance** and **sort**

such **tremendous** amount of information that come from the internet. Moreover, to think locally, we cannot put aside or even forget our origin that also has advantages for our **local wisdom**.

Therefore, these four aspects or dimensions should be **implemented** within the curriculum of our national education system. These are in line with the term of holistic mankind or *insan kamil* as our Prophet Muhammad Saw has taught us to do righteous things and to be meaningful and useful for others.

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Glossaries:

Aim (verb) :bertujuan

Recognize (verb): mengenal/ menerima

Morality (noun): akhlak

Civilized society (noun): masyarakat yang beradab

Harmoniously (adverb): berdampingan secara damai/ harmonis

Tolerant (adjective): bertoleransi

Appreciate (verb): menghargai

Dimension (noun): dimensi, aspek dalam kehidupan individu dan bersama/ bersosialisasi

Refer (verb) : mengacu

Poverty (noun): kemiskinan

Balance (verb): membuat menjadi seimbang/ menyeimbangkan

Sort (verb): mensortir/ menyaring informasi

Tremendous (adj): jumlah yang sangat banyak

Local wisdom (noun): kearifan local

Implement (verb): menjalankan/ mempraktekkan

Task 1

Comprehension questions

1. What can be concluded from the aim of holistic education in paragraph one?
2. How many dimensions or aspects are proposed in order to build good character in holistic education?
3. How can we describe the first characteristic of physical-spiritual dimension?
4. What can be described of building up a balance between individual and social beings?
5. How can we describe cognitive and affective dimensions according to the passage?
6. How can cognitive and affective dimension relate each other?
7. What kind of intelligence can be related to cognitive dimension?
8. Why we have to be sensitive to social issue as well as social problem in our life?
9. How can we describe the term “think globally but act locally”?
10. Why these four dimensions should be implemented in our life?

Task 2

Find the appropriate definition of the following words taken from the text.

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|-----------------|--|
| 1. Principle | a. the quality of being excellent |
| 2. Indicator | b. very high in amount or level, or extremely good |
| 3. Excellence | c. State of being fair |
| 4. civilization | d. morally correct |
| 5. Maintain | e. related to the whole things |
| 6. Tremendous | f. the ability to use your knowledge and experience to make good decisions and judgments |
| 7. wisdom | g. basic idea |
| 8. righteous | h. To keep something |
| 9. justice | i. People with their developed social organization, their culture, or their way of life in a particular time |
| 10. holistic | j. something that shows what a situation is like |

Task 3

Organize the following statements based on their classification. Two of the statements are not found in the text, so you must leave those two statements.

Holistic Education in Islam	Statements
■ Physical-spiritual dimension	<ul style="list-style-type: none">• We need to improve our thinking, reasoning, and remembering.• We need to respect others if we want to be respected.
■ Balance characteristics between individual and social beings	<ul style="list-style-type: none">• What we can learn from physical education is about how to treat and develop ourselves through physical health.• Those who are very sensitive always care about nature.
■ Cognitive and affective dimension	<ul style="list-style-type: none">• Acting locally and thinking globally are essential for us too.

<p>■ Local and global dimension</p>	<ul style="list-style-type: none"> • How to have a harmonious life can be learned from the spiritual dimension. • The sensitivity to social life deals with affective matters. • Local people have access to the global market.
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Let's Write

Making Paragraph by Peer-reviewing

In this process, you exchange papers with a classmate, reading each other paper, and commenting.

When you read other's paper what you need to do: finding topic sentence, supporting sentences, and concluding sentences

- Vocabulary and grammar
- different ways of writing the same task
- what ideas the writer likes best
- asking questions to help the writer think of more ideas
- ask something if we do not understand

The paper that has been given comments then are returned. The writer edits based on the comments from their peer.

The following paragraph is the example of a paragraph expressing an opinion.

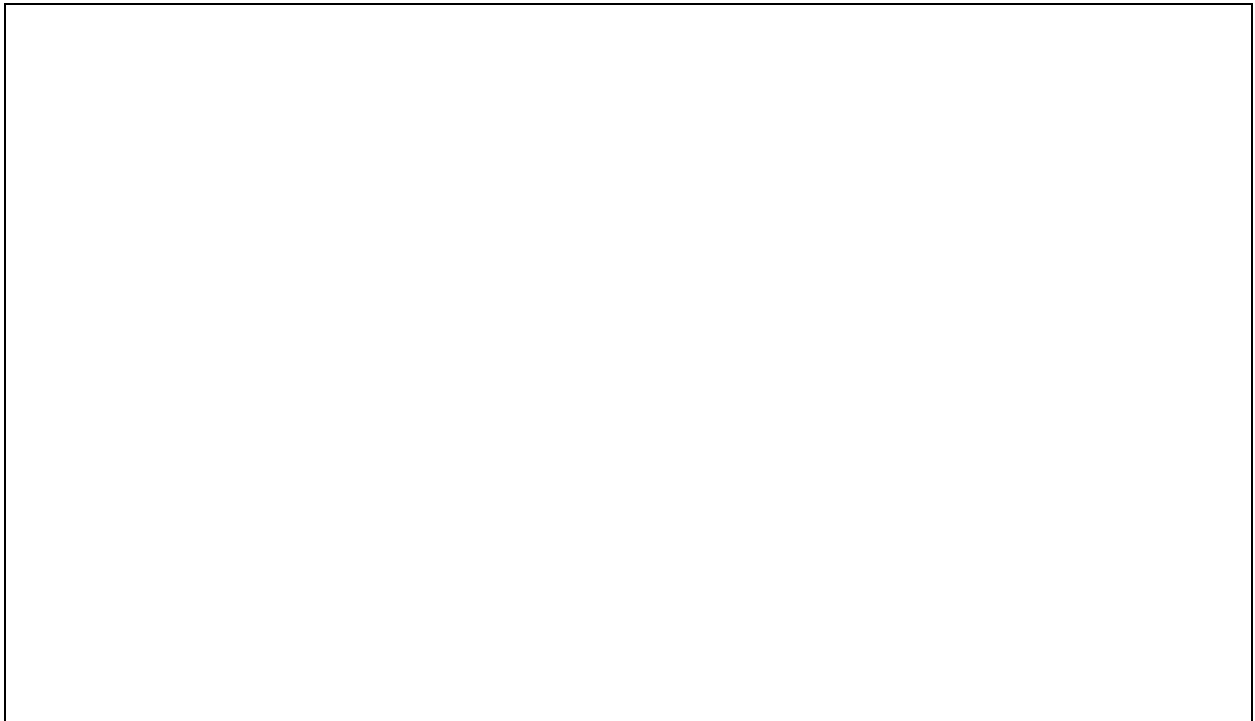
In my opinion, it is a good thing for parents who send their children to Islamic public schools. By doing that, they have determined that they want their children to learn general and Islamic knowledge. In terms of general knowledge, I think parents have considered that mastering general knowledge will help their children survive in this world. Meanwhile, when they learn religious knowledge, it will help them to live on the right path as required by their religion. With religious knowledge, they are supposed to live, to work, and devote themselves to Allah, that will be a guarantee for them to enter heaven. Because of these reasons, I think some parents prefer Islamic public schools.

Task 1

Find a topic for your paragraph about expressing an opinion and explore it with specific details. You may do this in a piece of paper using one of the brainstorming techniques you have learned.

Task 2

Develop the topic that you have prepared with the supporting parts into a paragraph about expressing an opinion. Please ask your friends for peer editing. Use this box to write your final paragraph.

A large, empty rectangular box with a thin black border, intended for the student to write their final paragraph. The box is positioned below the instructions for Task 2 and occupies a significant portion of the lower half of the page.