

## 2015 IIME REPORT

Country [ Indonesia ]

School [ SMP Islam Tugasku ] Teacher [ Febby Anggraeni ] Grade ( 7-9 ) Students ( 23 )

Partner [ (JP) Showa Women's University Junior-Senior High School ] Teacher [ Michiko Oikawa ]

### # Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Hours
English	<ul style="list-style-type: none"> <li>·Introducing ourselves in English</li> <li>· Giving presentations on Indonesia's Geography, Economy and Politics, Culture, and School Culture</li> <li>·Using English in communicating through videocalls</li> <li>·Using English in communicating through IIME forum</li> </ul>	4
IT	<ul style="list-style-type: none"> <li>·Videocalling through Skype platform</li> <li>·Utilizing IIME online forum to communicate with buddies in Japan</li> </ul>	3
Cultural Study	<ul style="list-style-type: none"> <li>·Doing research on SEKATEN FESTIVAL (Indonesian annual festival from Yogyakarta)</li> <li>·Learn about some annual Japanese festivals (Dall Festival, Setsubun, etc.)</li> </ul>	5
Art	Drawing and painting a mural	8

### # Theme and Message of the mural

Theme	Culture: Japanese and Indonesian Annual Festivals
Message	Both Japan and Indonesia have a lot of cultural festivals celebrated annually. The Japanese school shows a number of iconic figures from different festivals, while the Indonesian school chose to display some activities taking place during one annual festival called 'SEKATEN'. The activities depicted in the mural are: some people playing Javanese musical instruments – <i>gamelan</i> , a woman dancing Javanese traditional dance, some people lifting up a <i>gunungan</i> (a stack of food arranged resembling the mount), and the atmosphere of a night market.



### # Effects and the Problems

Effects your students have gained	Points for further improvement
The students have learned a lot of things through out the project. Most of the time they learned how to use English well when they were communicating with their buddies in Japan. Also, the students learned how to cope with problems they encountered during the mural drawing process. For example, when they wanted to create medium-light blue color, they tried really hard and browsed a lot from the internet until they found the most suitable manual to create such color.	As far as I am concerned, one of the main objectives of this project is to build understanding and fruitful relationship among the students. Therefore, it might be a good idea if the students are given more access to utilize the online forum. This means JAM may either give them their own access to the online forum or create a specific forum for students, apart from the forum for teachers.

### # How has your impression toward your partner country and/or the world changed?

Change in student' s impression	Change in teacher' s impression
<ul style="list-style-type: none"> <li>• They appreciate cultures from other countries more.</li> <li>• They value hard work more.</li> <li>• They find time management even more important.</li> </ul>	I find this project has taught me that teaching can be done in more pleasant and appealing ways.

### # Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	Oct	The students made greeting cards with their names and personal details on them. They then proceed to a skype videocall to get to know each other and to present some detailed information about Indonesia, such as its geographical condition, politics and economy, culture, and the school profile.	They learned how to introduce themselves in English in a more attractive way. Also, they experienced for the first time using skype to join a videoconference on deciding the mural theme.	English, IT
Research	Nov	Reasearch was done by library search and internet browsing. Once data had been compiled, they were presented via the online forum.	The students learned more about one of Indonesian annual festivals as well as some Japanese yearly celebrations.	Cultural Study
Composition	Dec Jan	Three students sketched the festival picked to create a draft once our partner school has sent us theirs. Then I selected one best picture to transfer to the canvas.	They learned how to make a draft for the mural, how to transfer the draft to a bigger medium – the canvas, and how to design a good composition for the coloring.	Art

Painting	Jan Feb	Once the draft has been transferred onto the big canvas, the students started to paint it.	They learned how cooperation take an important role in completing the mural as well as they learned how to mix colors.	Art
Appreciation Reflection	March	We conducted the second videoconference to talk about the evaluation of the project.	The students summarized what they felt and what they have learned during the project, and what they hope for the next collaboration. They then communicate the ideas during the post-activity videoconference.	IT, English

### # Aim of the Lessons and Result

Aim: Rank A to C in order you put emphasis on (A: very much/ B: much / C: not so much)

Result: Rank 5 to 1 (5: very effective / 4: effective / 3: so- so / 2: not so effective / 1: not effective at all)

Expected Effect	Aim	Result	How your students have reached it
Understanding our own cultures	B	4	A reasearch was done by library search and internet browsing. Once data had been compiled, they were presented via the online forum.
Understanding the other' s cultures	A	3	The Japanese school sent us some explanation about the festivals includng some pictures via the online forum.
Communication ability in the class/with partners	A	5	The students learned how to introduce themselves in English in a more attractive way. Also, they learned how to listen to others' opinions as well as give their own in a polite way.
IT skills	B	4	The students experienced for the first time using skype to join a videoconference on deciding the mural theme. They also experienced writing on the online forum once.
Creating friendship in the class/with partners	A	4	The communicate nicely to their buddies from both the partner school and within the same school. Students keep in touch with their buddies via LINE.
Collaboration in the class/with partners	A	4	Everything ran smooth during this project because the two schools collaborating have maintained good communication.
Attitude in learning	A	5	The students were very enthusiastic in getting involved in every activity within this project.
Expression ability	B	5	The students eagerly expressed themselves to their buddies.
Appreciation ability	B	4	The students finally were capable of summarizing what they felt and what they have learned during this project. Also, they listed what they hope for the next collaboration.