

Tampere University

Kikatus Project Report

**Teaching Indonesian Language and Cultures to Second Grade
Students in a Finnish Primary School**

Name : Angeline Iskandar

Student No. : 435565

Course : Project Studies

Table of Contents

1. Introduction	3
2. Project Details	4
3. Project Planning for Indonesian Language Session.....	5
3.1. Teaching Ideas	5
3.2. Lesson Plan	6
3.3. Materials Preparation	8
4. Project Implementation	8
4.1. 25 March 2019	10
4.2. 8 May 2019	12
4.3. 11, 18 March 2019 and 8 April 2019	12
5. Project Results	13
5.1. Feedback Questionnaire for the Students	13
5.2. Questionnaire for the Teachers	14
6. Personal Impression of the Project	15
7. References	16

1. Introduction

According to its official blog, Kikatus Project is one of the educational projects conducted by the Finnish Ministry of Education (Kikatus, 2016). This project is the implementation of the national policies of early childhood and basic education in regards of multilingualism. In the national curriculum for early childhood education, it is stated that one of the purposes of Finnish early childhood education is to reinforce the linguistic skills development in which the early childhood institutions should promote the students' curiosity and interests towards languages and cultures through playful, language-rich activities. Likewise, in the basic education curriculum, the role of schools to provide language-rich environment is highlighted. The schools should deliver opportunities for the students to encounter multilingual and multicultural experiences in order to encourage them to be language learners and users.

Referring to the background of this project, Kikatus is intended to support the languages development in early childhood and basic education as mentioned in the national curriculum. Moreover, one of the teachers mentioned that this project is also aiming at increasing the confidence level of the teachers to teach foreign languages. Next year, English will start to be taught in early childhood education level and thus, the teachers should be prepared to be able to do that. Since some of them are still not confident enough to teach English, it is expected that through this project, these teachers will feel more confident by seeing university students teach foreign languages and might get some teaching ideas for teaching English later on. As a joint language project, this program collaborates with the international students of Tampere University to provide foreign language classes for Finnish students in several Early childhood institutions and primary schools in order to give as much exposure as possible of foreign languages and cultures to the children. The implementation of this project is divided into several periods of time within three years and has been done in numerous areas throughout the country and one of them is in Tampere region.

In this report, I will list down all the dates related to this project, but the detail discussions will be only about my own teachings on 25 March and 8 May 2019.

2. Project Details

For this project, we were divided into several groups based on the number of schools involved in this project. The details of the project are as follow:

School : Lempoisten Koulu, Lempäälä.

Grade : 2nd grade (4 classes, 82 students)

Group : Dajon (American Football)

Momoko (Japanese Language)

Angeline (Indonesian Language and Culture)

Timeline :

	Date	Time	Duration	Activity
Preparation	18 Jan 2019	14 - 16	2 h	First meeting
	7 Feb 2019	9 - 16	7 h	Schools visit
	7 Mar 2019	12 - 14	2 h	First group discussion
	10 Mar 2019	19 - 20	1 h	Online group briefing
	17 Mar 2019	19 - 20	1 h	Online group briefing
	21 Mar 2019	18 - 23	5 h	Ideas brainstorming
	22 Mar 2019	12 - 15	3 h	Lesson plan making
	23 Mar 2019	12 - 19	7 h	Materials preparation
	24 Mar 2019	19 - 20	1 h	Online group briefing
	7 Apr 2019	19 - 20	1 h	Online group briefing
Implementation	11 Mar 2019	9 - 14	5 h	Dajon's teaching
	18 Mar 2019	9 - 14	5 h	Momoko's teaching
	25 Mar 2019	9 - 14	5 h	Angeline's teaching
	8 Apr 2019	9 - 14	5 h	Collaborative teaching for smaller schools (Dajon's)
	8 May 2019	9 - 13	4 h	Angeline's teaching and observation
Reporting	25 Mar 2019	16 - 20	4 h	Feedback analysis
	30 Mar 2019	12 - 18	6 h	Report making
	27 May 2019	16 - 23	7 h	Report making
	28 May 2019	15 - 22	7 h	Report making

3. Project Planning for Indonesian Language Session

3.1. Teaching Ideas

Since this project is about introducing foreign languages and cultures, I really wanted to give a general picture of Indonesia to give the idea of how my country looks like and how diverse is its cultures. I tried to find a promotional video about Indonesia that combines the visuals of nature and local cultures. Then, I decided to find one aspect of the Indonesian cultures that can be linked to language learning. After trying to find some inspirations for Indonesian language teaching for foreigners and referring to one of the scenes in the video, I decided to introduce the Indonesian national costume as the cultural aspect and I connected it to teaching colours in Indonesian language.

Once I defined the topic of language that I wanted to teach, I tried to find words about colours based on some aspects. First, the words should be short and easy enough to be pronounced by Finnish young students or have similarities with some Finnish words. Second, these colours should be available in the form of colour pencils and colour papers to make it easier for me to prepare the teaching materials and for the schools to provide the colour pencils for activities. Third, as I would teach about national costume, the colours should be commonly present in our national costumes in order to make a smooth transition from the introduction of national costume to the words of colours. Based on this consideration, I decided to teach five words which are black, white, red, yellow, green.

For the activities, I wanted to put the students' activeness in a good use by providing activities which require movements or the hands-on ones. These activities should be fun but also able to give me insights about their understanding of the words. Thus, I decided to have games and colouring activities and I also wanted to have feedbacks from both students and teachers. The whole ideas about the teaching were constructed in the lesson plan and I sent it to the teacher in charge in Lempoisten Koulu so that she could prepare the materials for me beforehand.

3.2. Lesson Plan

KIKATUS PROJECT 2019

LESSON PLAN

Teacher : Angeline Iskandar
Grade : 2nd Grade
School : Lempoisten Koulu, Lempäälä
Day/date : Monday, 25 March 2019
Topic : Colors in Indonesian
Duration : 40 minutes (35 minutes teaching, 5 minutes feedback)

Materials prepared by the teacher:

- colored papers (black, white, red, yellow, green)
- feedback questionnaires for students and class teachers

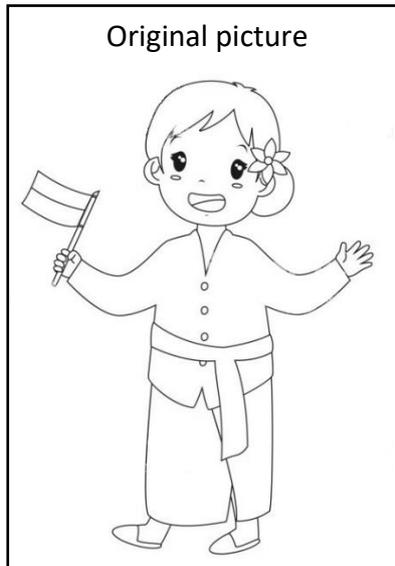
Materials that should be prepared by students:

- Color pencils (black, red, yellow, green)

STAGE	TIME	ACTIVITIES
Presentation	10 minutes	<ul style="list-style-type: none">• Show a short video about Indonesia.• Introduce 5 colors in Indonesian by using colored papers (black, white, red, yellow, green).
Practice	10 minutes	<ul style="list-style-type: none">• Show colored cards and ask all the students to guess the colors.• Optional: ask the students to stand up if they have the colored mentioned on their clothes.• Play “Touch the Things” game in which the students should touch a thing in the class according to the color mentioned.
Production	15 minutes	<ul style="list-style-type: none">• Ask the students to color the picture in pairs according to the color mentioned. (The picture is provided in Appendix A)
Feedback	5 minutes	<ul style="list-style-type: none">• Ask the students and the class teacher to fill in the feedback form and questionnaire. (The feedback questionnaire for the students is provided in Appendix B and the one for the teachers is in Appendix C)

Appendix A

Picture for coloring



Appendix B

Feedback questionnaire for the students

Mitä opit tunnilla?

Millainen tunti oli mielestäsi?



Haluaisitko oppia lisää Indonesian kielestä ja kulttuurista?

Appendix C

Questionnaire for the teachers

Millaiset asiat toisivat sinulle lisää varmuutta vieraiden kielten opettamiseen?

Kiitos! 😊

3.3. Materials Preparation

According to the lesson plan, there were teaching materials that should be prepared. The colouring papers were printed by the teacher in charge in the school, but I still had to prepare the power point slides, the coloured papers and the feedback questionnaires. For the power point slides and colouring paper, it took me hours to find clipart pictures related to my national costumes and colours. The picture that I used for the coloured paper should be edited because it had the watermark and it would be ridiculous for the kids to colour the picture that was full of watermarks. I also had to use a program to create the picture of expected result for the colouring paper to be put in the lesson plan and in the slides to help me discuss it with the students at the end of the activity. The coloured paper for the preparation and practice sessions in my teaching were made out of coloured cartons that I cut into small sizes that are easier for me to hold.

The link of the youtube video, the colouring picture and the questionnaires were provided in the lesson plan section while the coloured papers and power point slides are as follow:

Youtube Video Link:

<https://www.youtube.com/watch?v=ZBY2hFCSTBw>

Coloured Papers:



Power Point Slides:



INDONESIA 

 **PUTIH**

 **HITAM**

 **MERAH**

 **KUNING**

 **HIJAU**



Terima Kasih!



4. Project Implementation

4.1. 25 March 2019

My teachings were carried out according to the lesson plan and I was able to keep the time and follow all the activities that I planned in advance. I wore a modern national costume made out of the local fabric to make it easier to bridge into the content of my teaching. I used English as the language of instruction and the homeroom teachers helped me by translating what



I said to the students. At the beginning of every lesson, the students seemed quite shy at this point and thus, I took a moment to introduce myself. Moreover, to break the ice a little bit, I always asked whether they might know about Indonesia and apparently some of them knew about Bali and some others could even explain the location of Indonesia.

After discussing a bit about their ideas regarding Indonesia, I showed them a promotional video about my country to give a general picture of the cultures. I also asked them to pay attention to what I wore and a scene in the video which showed the local fabric that is used to make the national costumes. I emphasized the colourfulness of our



national costumes and mentioned that there are some colours which are often appear on the costumes. By doing so, I could make the connection between the cultural aspect and the language content. The kids loved the video and they

pointed out differences between Finland and Indonesia. Some of them also praised the national costumes because they thought it is unique and beautiful.

Then, I started introducing the words for colours by using the power point slide and modelled the pronunciations. Once they were able to say it correctly, I moved on to the practice part in which I used the coloured papers to check their understanding through games. In the first game,



I showed the coloured papers one at a time and asked them to say the colour in Indonesian. In the second game, I asked them to find and touch something around the class according to the colour that I would say. At first, I still used the coloured papers to help them, but after a while, I just mentioned the colour and they could understand me. After that, I proceeded to the last game in which they had to stand up if I mentioned a colour that



existed on their clothes that they wore. I was extremely surprised on how quick they learned and they were highly enthusiastic in joining all the games.

Moving to the production part, I put them into groups of two or three and I



distributed the colouring papers as well as the colour pencils based on the five colours that I thought them. For this colouring activity, I used the power point slide to show the picture that they have to colour. Then, with pink post-it papers, I marked the areas that I wanted them to colour according to the colour that I mentioned so that I could check their understanding easily since they will produce the same results if they coloured it correctly. Once they were done, I gave them some time to



colour the background to show their creativity. Lastly, I displayed the slide that had the expected result of the colouring activity and asked them to check their own work. To my amazement, all of them did it correctly even though some of them needed a little help. Before ending the class, I gave both the students and teachers the questionnaire form. I asked them to fill that honestly by writing what they learned, colouring one of the smiley faces that showed their impression of my teaching and expressing their interest in learning more about Indonesian language and cultures.

4.2. 8 May 2019

For this time, it was actually not a part of Kikatus project, but I made a special appointment with the teacher to introduce Indonesian language and cultures to students in Mattila Koulu, another smaller school near Lempoisten Koulu and to observe the students throughout the day. I taught Indonesian language and culture during the English lesson and I used the same power point slides. Similarly, the fourth-grade students in this school showed their interest towards Indonesian language and they asked quite a lot of questions about Indonesia.

4.3. 11, 18 March 2019 and 8 April 2019

During the other teachings conducted by the other group members, I helped them with technical things. For example, I assisted them throughout the activities by distributing things for the students, giving examples and joining games. I also took pictures for documentation.

5. Project Results

As stated earlier, I gave the feedback questionnaires to the students and the teachers at the end of each lesson. In general, I received positive feedbacks from them. The details of each of the questionnaire results will be explained in the following subsections.

5.1. Feedback Questionnaire for the Students

The feedback questionnaire for the students aimed at finding out the students' interest in learning more about Indonesian language and cultures and also their opinion regarding my teaching. As presented in Table 1, 62 students were interested in learning more and out of these 62 students, 1 student gave me a 3 for my teaching performance, 4 students gave me a 4 and 51 students gave me a 5. There were 7 students who were not interested in learning more and out of them, 1 student gave me a 1, 3 students gave me a 4 and another 3 students gave me a 5. 1 student mentioned that he/she was interested in knowing more, but the teaching performance score was emptied and thus, I marked it as invalid. Furthermore, there are 3 students who maybe interested and among them, 2 students gave me a 4 and 1 student gave me a 5. The last one, there are 3 students who did not give me answers regarding their interest for further study which I listed as invalid, but all of them gave me a 5 for my teaching performance.

Table 1
Students' interest and teaching performance evaluation

Interest	Teaching Performance						N	Percentage
	1	2	3	4	5	Invalid		
Yes			1	4	51	6	62	81.6
No	1			3	3		7	9.2
A little						1	1	1.3
Maybe				2	1		3	3.9
Invalid					3		3	3.9
N	1		1	9	58	7	76	
Percentage	1,3		1,3	11,8	76,3	9,2		

This result showed that most of the students were interested to know more about Indonesian language and its cultures (81.6%). Moreover, most of

them (76.3%) also thought that my teaching was great. The only drawback of this feedback questionnaire is its ability to show the correlation between my teaching performance and students' interest. I cannot find out whether the high percentage of the students' interests were caused by the quality of my teaching.

5.2. Questionnaire for the Teachers

Referring from the purpose of the Kikatus project, the questionnaire for the teachers is intended to find out the teachers' opinion regarding things that will make them more confident in teaching foreign languages. The things that will boost their confidence level of the teachers are as follow:

- The experience in using the language such as through speaking in the language with native speakers or colleagues.
- The qualifications in teaching the language.
- The support and cooperation among teachers.
- The possibilities for professional development such as trainings in teaching foreign languages especially for those who have never taught those foreign languages.
- The possibility to teach the foreign language again especially for those who have not taught it for a while.
- The opportunity to get authentic examples on how to teach foreign languages and also to get some good ideas and materials for teaching languages.

From these answers, I can conclude that those teachers basically need more training for teaching English as a foreign language that includes the opportunities to use the language and to get some ideas and materials. They also need support from other teachers when they encounter problems in teaching English and the cooperation among them will help enriching their teaching ideas and materials. In addition, I also asked the teacher in charge to discuss the feedback from the homeroom teachers regarding my teaching. She reported that all the teachers were very satisfied with my teaching and they were happy that they could get some teaching ideas for teaching English later on.

6. Personal Impression on the Project

This project of teaching Indonesian language and cultures has given me a new experience since that was my first time teaching Indonesian to foreigners. I was thrilled to have the honour to be a part of it and in fact, this project makes me love my country even more. The opportunity to be in the Finnish school environment gave me the first-hand experience of being a teacher in the Finnish school which I only knew about from the courses before. Moreover, looking at the students' enthusiasm, I can tell that the Finnish students are interested in learning foreign languages and cultures. The continuation of this program will be useful for the students to the extent to which it provides the multicultural and multilingual exposures. Also, the teachers in the school got the benefits from this project as well. They got the opportunities to learn something from us that can be used when they have to teach English in the future.

In conclusion, personally, I think that this project is extremely beneficial for all the parties involved. I really hope that the government will continue this program and make it an integrated, sustainable school program considering its benefits. In addition, for my own personal teaching project, I can sum up that Indonesian language and cultures are interesting for Finnish students and they are basically open for intercultural interactions which is a good sign to prepare them to be global citizens who are aware of multiculturalism. My teaching could also help the teachers in building their confidence level to teach English and in preparing themselves with teaching ideas such as games and other activities.

7. References

Kikatus. (2016,). Kieliä kehiin! tampereen kaupungin kielirikasteisen hankkeen blogi.

Retrieved from <https://kieliakehiin.blogit.tampere.fi/>

Prasetyo, G. (Producer), & Prasetyo, G. (Director). (2016). *Wonderful indonesia commercial (full version)*. [Video] Retrieved

from <https://www.youtube.com/watch?v=ZBY2hFCSTBw>