

Learning English Made Fun with Story Telling

English is one of Harsipah's favorite subjects. She is a class IX student at SMPN 1 Singgahan, Tuban. She told about her experience after showcasing her skills at the DBE3 Showcase held in her District.

ENGLISH is the best subject! I love it when we are learning about storytelling, or when I have to tell a story with gestures, expression and different voices. When playing a role, we are free to express ourselves, move or do whatever we want as long as it suits the role and the story line.

If it is a sad story, we can cry as hard as we can. It happened when I was doing a play about the Origin of Nglirip Waterfall (*Asal Mula Air Terjun Nglirip*). I played many roles in this play. I was a princess, a king, even a warrior! It was very challenging for me.

For example, when I had to be a warrior, who was always angry, it was very difficult. But the most difficult part was when I played the role of Princess Nglirip. I had to cry very hard. But I did not give up. I practiced everyday, whenever, wherever. It was tiring, but in the end I was able to cry. To be successful, I had to be as one with the character and the story. The best thing is when I was able to pull off the show in front of an audience and they applauded me.



Aku saat memainkan lakon Asal Mula Air Terjun Nglirip pada acara Pameran Inovasi Pembelajaran DBE3.

SMP Kristen Petra Sidoarjo

Adopting the DBE3 Model Activates Students



Teachers in SMP Petra were inspired by the dissemination training they participated in. They implemented what they learned from the training and the results have been apparent. Their students have become more active and creative (Photos 1, 2, and 3). Students are now used to creating work that they can use as learning resources, such as the poem made by one student in Photo 4.

Challenging Worksheets Stimulate Critical Thinking



Challenging worksheets promote critical thinking and make learning more active and fun.

TEACHING class IX creates a whole new challenge for a teacher. It is especially true when a teacher wants to apply the cooperative learning approach using a challenging worksheet. This is because teachers of class IX are most likely to teach materials related to questions that will come up in the National Examination (UN).

However, it did not apply to Nanang Syafii, S.Pd., a District Facilitator in Tuban, East Java. He was determined to facilitate cooperative learning in class IX by creating a challenging worksheet.

One of the competencies taught using cooperative learning method was 'Writing Classified Ads in a Short, Concise and Clear Language'. The following is Nanang's account of the steps in teaching this competency:

"Firstly, I explained to my students about the objectives and indicators of this competency. Then I asked the students to form a group of 4-5 students. I distributed examples of classified ads for them to identify based on

characters, types, and language (Worksheet I).

Secondly, each group presented the results of their discussion, while other groups were asked to give feedback. My students and I then made a conclusion based on the presentation and the feedback.

Thirdly, I gave a worksheet to each of my students (Worksheet II). Their task was to make a classified ad based on the picture in their worksheet. They had to think about the writing, type of advertisement and the language. Once they were done, the ads were stuck on card and students were allowed to comment on each others' work.

Lastly, together with my students, I chose the best work. I explained to them why it is important to learn about classified ads and how it will help them in the future. Before we finished the class, I asked my students to write their reflective journal. It was important for me to know how they felt about the lesson.

When I read their reflective journals, it became clear to me that cooperative learning and challenging worksheets can help answer the problems faced by teachers when they teach class IX. I am now more confident to apply different learning methods in the classroom. But of course, I will not forget to fulfill students' needs related to the National Examination practice tests."

Another Sample Worksheet

Basic Competency 10.1. Expressing agreement, argument and opposition to an opinion in a discussion, using evidence/reason.

MOSLEM WOMEN AND MODERN FASHION

Fashion trends are always changing, especially for young women or teenagers. Without realizing it, the way some Moslem teenagers dress themselves is no longer in line with Islamic teaching. For example, a Moslem teenage girl wears a veil, but at the same time she also wears tight shirt and pants. Another example is a Moslem boy who wears his pants so low that his underpants and belly show. What do you think of this situation?

South Sulawesi

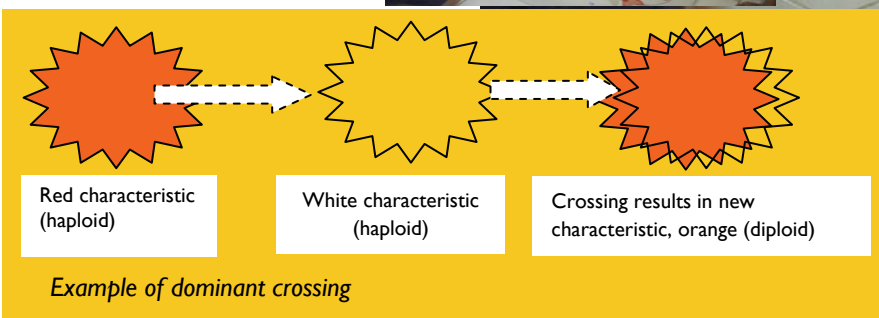
Understanding Genetic Facts using Translucent Colored Flowers

These media use colored transparent sheets. Budiman, S.Pd., M.Pd., an IPA teacher at SMPN 1 Telliempoe, Sidrap made the media by cutting the sheets in the shape of sunflowers. He called the media “*Bunga Terawang Warna*” or translucent colored flowers. The media were used when students learned cross-breeding in Basic Competency 2.2 about hereditary characteristics in organisms, in the first semester of class IX. Mr. Budiman used the media to replace the Genetic Buttons that he thought did not give students real learning experience.

AT the beginning of this lesson, I exposed my students to



The translucent colored flowers helped students to understand more about genetic facts, a concept that is hard to understand.



Example of dominant crossing

various phenomena related to hereditary characteristics that are familiar to them. I did this by showing them a family tree and a photo of a father, a mother and their 3 children. One of the children had different physical features compared to the parents and the siblings. I then asked them a critical question as how this thing could happen.

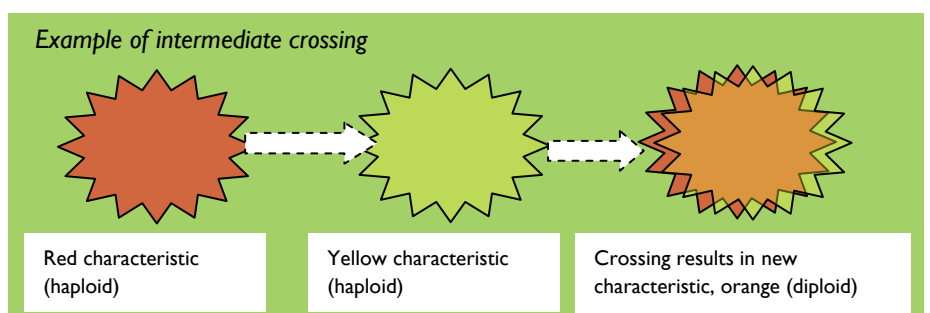
To answer the question, I asked my students to work in group and do ‘**monohybrid crossing**’ experiment for **dominant** and **intermediate** crossing. I facilitated them using the translucent colored flowers. This activity consisted of two parts. In the first part dominant crossing experiment was done, while the intermediate crossing experiment was done in the second part. Red and white flowers were used for dominant crossing, while red and

yellow flowers were used for intermediate crossing.

We used these rules for the media: (1) the flower cutouts represented one character/gene (haploid) of a plant, based on the colors (e.g. red flower carried the red character, white flower carried white, etc); (2) the flower cutouts were to be matched after they were mixed at random. I then guided my students to examine each pair, their color assimilation, by

putting the transparent sheets against a light source. Each of the combined colors was considered the hereditary character. And since it was made from a crossing, the heredity (diploid) is a combination of different flowers which had their own character (haploid + haploid = diploid)

By using these media, students were able to get a good understanding of the principles of hereditary characteristics. This was much better than using the Genetic Buttons. This low cost media also introduced students to real life example of genetic crossing.



Example of intermediate crossing

Overcoming Limitations Through Innovation

LIMITED school facilities have not discouraged Dra. Siti Nasrah, Principal of SMP YP PGRI Makassar, in her innovation. She has been consistently applying the DBE3 programs since her school became a DBE3 partner in 2008. "There have been positive changes in our school as a result of DBE3 mentoring. We are now comfortable in using teaching and learning methods that challenge students to solve problems in a group. Students are more active and their achievements are better. It motivates us to keep innovating, despite our limitations," said Ms Nasrah.

This school uses the same building as two other schools. In the morning the building is used by SMP YP PGRI Makassar. In the afternoon the building is used by SMP PGRI 3 Makassar and SMA PGRI Makassar. SMP YP PGRI Makassar consists of 12 large classes. "The average number of student in each class is 47. To create more space for student learning, we use U-shaped setting in the classroom. This has been effective in giving students access to active learning," she added.

Joint usage of the classrooms creates a different challenge in applying the DBE3 methods. Often, students' work that has been displayed in the classroom has gone missing or been broken. But that only motivates teachers and students to keep creating.

Openness is part of the characteristics of this school, which was appointed a model school by Bank Indonesia, in implementing savings programs. Even with 95% teachers working on for honoraria, active learning in this school is implemented effectively. "The improvement of quality and welfare and providing learning facilities have been our priorities. The school is also trying to support teachers by providing them with laptops. We provide them with no-interest loans which they can use to buy laptops," said Ms Nasrah.

Teachers are encouraged to research for information



Encouraging creativity in students is part of learning across all subjects

through the school internet network. "I hope that teachers can access up-to-date information and integrate ICT into learning."

The community's confidence in the school is relatively high. Even with its private status, this school has unfortunately to turn down many new students' applications each year. Ms Nasrah also said, "We are committed to improving our quality and we are always open to positive change."

The followings are some example of the changes:

- Facilitating all teachers to participate in DBE3 training
- Making quality improvement, teacher's welfare, and teaching and learning needs as a priority in the school budget.
- Actively cooperating with other institutions such as the District Library in the Teacher and Student Reading Program, and Bank Indonesia in the extracurricular savings program.
- Setting a 'reading hour program' that makes use of the library collection and is run by one of the teachers
- Providing all teachers with laptops through the no-interest loan program.



All classrooms are set up to facilitate cooperative learning. All teachers encourage students to implement active learning

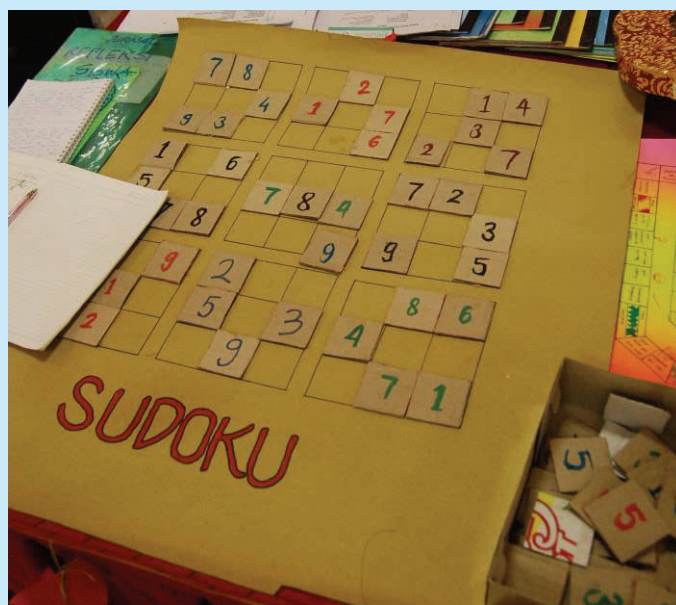
Using Sudoku to Learn Whole Numbers

MS. Nur Kharimah, S.Pd used Sudoku to teach about whole numbers to her students in MTs Brawijaya. “This game helps my students in learning. They enjoy playing with whole numbers.”

I paired up my students and ask them to put numbers from 1 to 9 in the boxes. A Sudoku box consists of 9 x 9 boxes. It is divided into nine partial (3 x 3) boxes. Some of the numbers are already filled in. Students were asked to fill in the empty boxes with appropriate numbers, from 1-9.

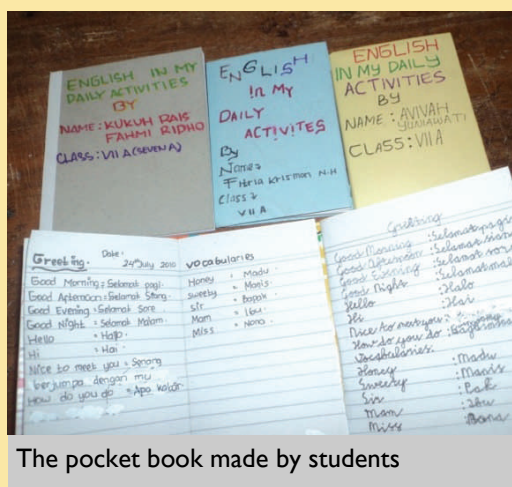
There must not be a repetition of numbers in the same row, in the same column, and in one partial box. There was a punishment for students who could not finish the game. These students were tasked with memorizing multiplication of whole numbers.

Students were motivated to finish the game. There were 6 groups who managed to finish it on time, while the other 4 groups were unable to finish the game. This helped erase the thought of Mathematics as a ‘scary’ subject, because students felt like they were playing when in fact they were studying.



Sudoku helps students to learn about whole numbers in an easy and fun way.

“English In Practice” Pocket Book



The pocket book made by students

ENGLISH speaking competency cannot be developed only from classroom lessons. Ms Indah E. Listyaningsih, a teacher at MTsN Klaten, Central Java developed a structured exercise program, “English in Practice: Pocket Book”. The following is her account of the teaching experience

The pocket books contain English idioms and vocabulary relevant to students’ daily lives, including phrases that are commonly used in- and outside the Madrasah. Some example of the books’ contents are ‘Greetings’, ‘In the Classroom’, ‘In the Teacher’s office’, ‘In the Mosque’, and many more. These books helped improve students’ ability in speaking English.

The books are not printed. They were written by students each time they encounter new phrases or vocabulary. When they write a new word, they also have to write a transcript of its spelling. Students must memorize what they have written in the book by using it in their daily lives.

Each month students submit the book for monitoring. I then check

their achievement to date. I have also prepared an instrument to assess students’ work against the assessment criteria.

This exercise has inspired and motivated students to learn more. They have been expressing their creativity in the pocket book. This exercise also helps in character building of students, such as discipline, independence and personal responsibility in learning.

This fostered interest in learning English in the classroom. And in an effort to make the learning more interesting, I also created a chant that my students and I have to say at the beginning of every lesson. When I say “English...” students reply with “I like it. I love it.”

That was a little bit about my experience in facilitating better learning for my students, while at the same time helping in building their character.