

# **Indonesian Lesson with Content-Based Instruction**

Team: Nona Kurniani (John Hopkins Univ.), Jolanda Pandin (Cornell Univ.),  
Agustini (Univ. of Michigan, Ann Arbor), Rahmi Aoyama (Northern Illinois Univ.),  
Emmanuella Datu (Univ. of Montana, Missoula)

Advisor: Dr. Erlin Barnard (Univ. of Wisconsin, Madison)

---

- Material selection
- Two draft
- Integrating two draft + revisions
- Teaching
- Reflection

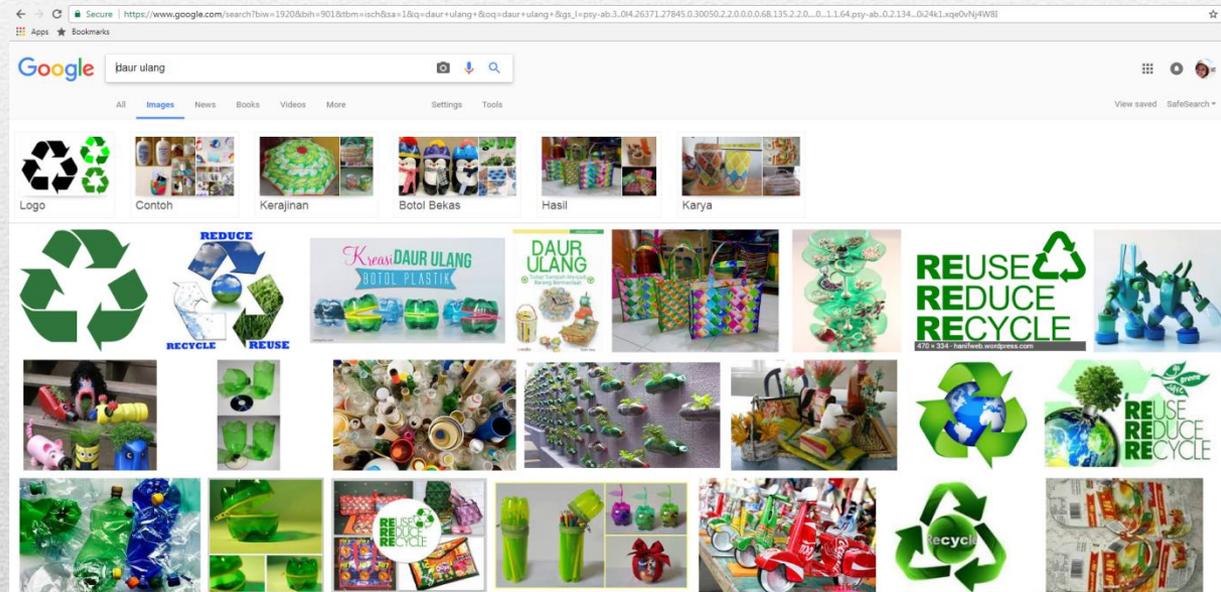
My text was selected for this lesson and I was one of the teachers who wrote the first draft. Great experience to see how the text and lesson were improved and taught to students!

## **Five-people team procedure**

---

- Why “3R (Reuse, Reduce, & Recycle) Sampah”?

1. Level appropriate (intermediate to advanced low) – contain context that support understanding, yet give a bit of challenge (i+1);
2. This text is written by and for Indonesian (authentic);
3. This text can be used over time (not dated, general use);
4. This text relates to students’ life in US (familiarity);
5. Green life is on the rise in Indonesia (planting trees, bike to work, recycling, veganism, etc.)



I was curious, if I search the word “daur ulang” (recycle) how would Google responds?  
Turned out 3R is more famous than the Indonesian word!

# Material Selection

#### INTERMEDIATE

- simple, predictable, loosely connected texts
- announcements, notices, and online bulletin boards and forums
- are not complex
- predictable pattern of presentation
- predominantly high-frequency vocabulary
- simple, straightforward texts
- highly familiar
- not fully understand texts that are detailed
- to understand sequencing, time frame, and chronology

#### Intermediate High

- able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge
- occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language

#### ADVANCED

- can understand the main idea and supporting details of authentic narrative and descriptive texts.
- able to understand texts that have a clear and predictable structure
- the prose is uncomplicated and the subject matter pertains to real-world topics of general interest
- an independence in their ability to read subject matter that is new to them
- sufficient control of standard linguistic conventions to understand sequencing, time frames, and chronology
- challenged by texts in which issues are treated abstractly

#### Advanced Low

- able to understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven
- contain high-frequency vocabulary and structures
- understand the main ideas and some supporting details
- be challenged to comprehend more complex texts

current students' level



our text, partly inter.



**Reason #1 ... context that support understanding, yet give a bit of challenge (i+1)**

---

Language : Indonesian  
Level : Intermediate  
Skill : Reading <https://alamendah.org/2010/07/01/3r-reuse-reduce-recycle-sampah/>  
Time allocation : 2 x 50 minutes

#### OBJECTIVES:

##### 1. Content objectives:

- Students are able to identify the problems with trash
- Students are able to display an understanding of the reduce, reuse, and recycle campaign
- Students are able to discuss the importance of engaging in 3R campaign

##### 2. Language objectives:

- Students are able to use key vocabulary (pengelolaan, mengelola, penanganan, menangani, mengolah, memanfaatkan, menggunakan kembali/ *reuse*, mengurangi/ *reduce*, daur ulang/ *recycle*) in context
- Students are able to use *siapa saja*, *kapan saja*, and *di mana saja* expressions in context.
- Students are able to identify and use *pe - an* nouns, and “kalimat perintah.”

# Lesson Objectives

---

## Purpose:

- Creating a purpose (talk about the title)
- Activating background knowledge (relate to their life) ← the clip
- Anticipating new information: prediction and introduction of key vocabulary (focus on what they are about to read)

# Pre-reading activity

---



**Video: focus on eliciting key words**

---

- First week of the semester after two months off from Indonesian class: longer time in pre-reading for warming-up.
- Great elicitation: students mentioned key words using the right question:

1. Di mana Anda biasanya melihat tanda  di atas? Tanda itu untuk apa?

botol (bottle), sampah (trash), kaleng (can), kantong kertas (paper bag), tempat sampah (trash bin), gunakan lagi (reuse), olah lagi (recycle)

## **Reflection on pre-reading activity**

---

## Purpose:

- Focus on GLOBAL ideas (mapping and categorizing)
- Language focus (locating new words in context, locating new expressions in context, identifying grammatical feature in context)

 the clip

## **During reading activity**

---



**Video: focus on producing string of sentences**

---

- With continuous help from the instructor, students are able to understand grammar points from the text and produce string of sentences.
- The grammar section can be strengthened when students are encouraged to use it again in the post activity.

## **Reflection on during reading activity - grammar**

---

- Teacher's report indicates that 2 X 50 minutes was not enough. Post-activity is missing in this video.
- Observer's report indicates that:
  - students tended to communicate with the instructor first more so than between themselves.
  - the instructor had a good control over the target language use, but the students often responded in their language.
  - the students seemed to understand the main ideas of the reading but were not very comfortable with a high level of ambiguity. They relied on the instructor's explanation of the words they forgot or that were new to them.

## **Points to learn from**

---

- The instructor was very capable of delivering each step throughout the covered materials.
- The instructor controlled her language input to the students very well, consistently providing information or clues in Indonesian.
- The instructor was very patient and dignified in managing the class dynamic, creating a very positive learning environment that encouraged the students to interact well with the materials
- The ambiance of the learning seemed to be relaxed and enjoyable for the students.

## **Points of success**

---