ICT for Efficient Effective Teaching

Sample Projects in Indonesian Junior High Schools
Project 1: Computer Introduction through Computer Assembling and Hardware Poster

• Subject: ICT
• Grade: 7 Junior High School
• Duration: 2 x 40 minutes
• Objectives:
  – Identify computer hardware & its functions
  – Reassemble used computer hardware
Procedure:

• T presents computer operating system with computer open circuit
• T introduces computer hardware & its kinds and functions by using hardware posters and brochures
• T gets Ss to work in groups of 4 to reassemble the given used computer hardware following the available scheme
• Ss do some evaluation & reflection of the lesson
Documentation

Picture 1. Teacher explaining computer operating system computer open circuit

Display of computer open circuit & numbered hardware
Picture 3. Ss receive computer circuit

Picture 4. Ss classify & identify hardware
Picture 5. Ss assemble computer following the example displayed

Picture 6. Ss compete to assemble computer components in CPU
Picture 7. Preparing group report

Picture 8. Evaluating group work
PROJECT 2: MAKING CORRECT CONCLUSION WITH SPEED READING TEST SOFTWARE
Project Design

• Subject: Indonesian Language
• Grade: 7 Junior High School
• Duration: 2 x 40 minutes
• Objectives:
  – Read texts of 360 – 450 words with the speed of at least 200 words per minute
  – Identify main ideas
  – Summarize texts
  – Comprehend minimally 70% of the text
Procedure

• T explains what is meant by Effective Reading Ability (ERA).

• T gives overview of ERA software & how it works.

• Ss log in to the computer with ERA software.

• Ss study the instructions in the program & choose their own texts.

• Ss start reading & answer the questions.

• Ss obtain their ERA
Teacher explains how to use SPT Software

Students choose one reading topic
Students answer the questions from the reading text

Obtain their ERA
Picture 7. Students study their evaluation results.

Picture 8. Students study their evaluation results.
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PROJECT 3: NARRATIVE PERFORMANCE
Project Design

• Subject: English
• Grade: 8 Junior High School
• Duration: 12 x 40 minutes
• Objectives:
  – Listen to and respond narrative texts (stories)
  – Read and respond narrative texts (stories)
  – Write stories based on the given cues
  – Give a different ending to a story
  – Write a story
  – Perform/ story-tell and record a chosen narrative

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Procedure

• Students do the pre listening/ reading activities (guessing the story based on a picture series, blank-filling, etc.)
• Listen to / read the story (downloaded from the web) & confirm their prediction
• Do comprehension questions & practices
• Do guided & free writing activity
• In groups, perform/ story-tell & record a chosen story
Tell a picture story

1. Poor Luke was lonely.
3. Marvin the deer was so proud and haughty.
5. Hugo the hippo seemed very gruff.
In a pretty little park, stood a lovely little lake. In that lake swam a little duck, all alone. There were no swans. There were no pelicans. Just one little duck, all alone. With no one to talk to, and nothing to say, but “quack-quack.” One day… a little white rabbit hopping through the park. He was thirsty, so he paused at the lake to get a drink. He folded his ears over his back… carefully. He bent down and sipped the water slowly… like this… He was so gentle! He leaned back… cocked his head… wrinkled his pink nose, and sniffed… So the duck folded over to greet him. “Welcome to my lake,” said the duck. “What’s your name?” “My name is Alvin.” “Alvin?” “Alvin!” “Pleased to meet you, Alvin.” (Sings) “I put my right foot in, I put my right foot out, I wiggle my back and I quack-quack-quack, and I turn myself about.” “My name is Luke.” “Luke the Duck,” Alvin laughed, “what a silly name! And what an angry voice!” “What’s wrong with my voice?” “It’s too quacky, it’s not smooth.” And he hopped away, leaving the duck all with no one to talk to, and nothing to say. But “quack-quack.”
Let’s listen
Reading for pronunciation

A long time ago a farmer took a big bag of seeds to sell at the market.
Guided story writing
Products

Proudly Present: "THE STORY OF GOLDILOCKS AND THREE BEARS"
Recorded Narrative Performance
Comments/ Feedback

- More secure
- More comfortable
- More organized
- Can be edited
- Not nervous and shy, fewer people watch directly
- Fun to work in group 7 design the video

- Easier & more practical
- Can redo & take the best
- Lots of funny moments with friends

- Better direct performance to increase self-confidence & avoid being passive
PROJECT 4:
POEM CREATION THROUGH
ONLINE ACROSTIC POEM PROGRAM
Project Design

• Subject: English
• Grade: 7 Junior High School
• Duration: 2 x 40 minutes
• Objectives:
  – Define acrostic poems
  – Create acrostic poems using the online program group & individual)
  – Create & recite acrostic poems (without the help of the program)
Procedure

• Display examples of acrostic poems (online)
• Have students deduce what an acrostic poem is and its characteristics
• Brainstorm topic words for the title of the poems
• Create class acrostic poems
• Create group poems
• Create individual poems
Students’ Works

acrostic poems

Use the words you brainstormed to help write your acrostic poem. Your poem should be about the topic word and each line should begin with a letter from the word.

SCHOOL

- Studying is
- School and
-ARDLY makes us bored
- Our school is fun and
- Evidently schooling is the best 'cause
- Earning today successful tomorrow

My Words:

- Study
- School
- Our school
- Cool
- Learn
- Success
JOSHUA

Jolly is what he is.

Obstinacy is not an option.

Sadness never came close when you're with him.

He tries to be the best in everything, and he is

Unafraid to be different or unique.

Abnormality is not an exception to be friends with him.
Comments/ Feedback

- Easy to understand
- Easy to find sentences
- Simple
- Interesting
- Cool
- Fun
Documentation
THANK YOU!
INDONESIAN PARTICIPANTS

Yenny Dwi Maria
<yennnydwimaria@yahoo.com>
<yennnydwimaria@yahoo.com>

Sugiarto
<ugixs_78@yahoo.com>
<www.smp1kudus.com>
<www.class4bahasa.blogspot.com>