

# Indonesia



# Petra Christian University

The Building of Cross Cultural Understanding  
through  
English Teaching Program.

# Necessary

- Indonesia consists of many ethnic and cultural groups
- Build CCU to avoid gaps in order to have a harmonious relationship.
- Changing the people mindsets through TLP



# Petra Christian University

- Its motto: A Caring and Global University
- R1: students are Chinese, Christian, upper- middle class family
- R2: Located in the neighborhood where most of the community are Javanese, Moslem, lower-middle class family





05.24.2007





05.24.2007

# Siwalankerto Public School

- Nearest
- Very limited facilitations
- The teachers' mastery of English is very low
- Never had any activity with this school before





SDN SIWALANKERTO II/419

05.24.2007





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# A six-week-program of teaching the nearby Public Elementary School

## Advantages:

Teachers execute the Community Service

- Execute the activity of Service learning required for all departments
- Implement the so called Faith and Science
- Build the Cross Cultural Understanding

# At the beginning

- Teachers unimpressed with the presence
- Like “apartheid” which colonizes the weak people.
- Treated the surrounding people like stepchildren
- Different views from those had children study in PCU



# Pilot Project

## The First Time

- Community service is conducted in Elementary School
- University students get involved

# Activities

The ultimate goal = building a close relation

- Teaching
- ILC (watching Christian films)
- Books (English, math, cooking)
- English modules
- Tutors
- Easter celebration
- Posters
- Clock
- Chinese Candies





04.10.2007





04.10.2007

# University Students

- Male & Female
- Chinese & Christian
- Taken courses:
  - History of Indonesian Culture and Art
  - Language Teaching Methodology
  - Psychology of Learning
  - English for Special Purposes
  - Language Curriculum Design







# University Students

- Do not intend to obtain credit point, but they expect to get new experience as English teachers.
- Want to share what they had and how they felt
- Wish to build relation with people from different ethnics and different religions.





# Building the CCU 1

- Not showing superiority
- The materials were in line with the on-going curriculum
- Meet the request of the headmaster (pronunciation + conversation)
- Sharing our needs





# Building the CCU 2

- Being friendly but disciplined
- Songs= the medium of presenting the material  
(students felt closer when they sang together, they lost their hesitation – became more communicative learners.  
Singing with rhythmic movement
- Small groups
- Address the students “Mbak”, “Mas”.
- Non verbal way of communication (tapping the students shoulders, taking a closer distant while talking to them, smiling while talking.

# SDN 2 Students

- Before = most students seemed to be unimpressed with the English Program  
English = very difficult
- After = showing some interests in learning English  
like the songs, turn to say something in English

# The Indications of the Success

- Pay attention on our need – preparing 2 mics
- Keep asking about the reasons why US were absent
- Sit/stand close to us
- Held our hands
- Talking to us during the break time/out of class times
- Telling little stories/ what they saw on TV the other days.





05.24.2007

# Reflections of the U students

- There are so many people to help
- There are many things to learn
- They are much luckier than the people who live in the surrounding campus.
- Teaching ESS is much more difficult
- Realize: task: not only teaching English but also encouraging the students to learn English

# Andreas'reflection

I don't like teaching but now I think  
it is quite fun to teach . I Just need  
to be patient



# Future

- With similar program on more public Elementary Schools, it is believed that the mindsets of PCU as the exclusive institution- which still remains in the minds of the surrounding society- can surely be eliminated.



Thank you

