

# CLARINTHA GLORY AMUNGIN ALLOKENDEK

- HANNAH THE ONE-MAN TEAM -

## Hannah The One-Man Team

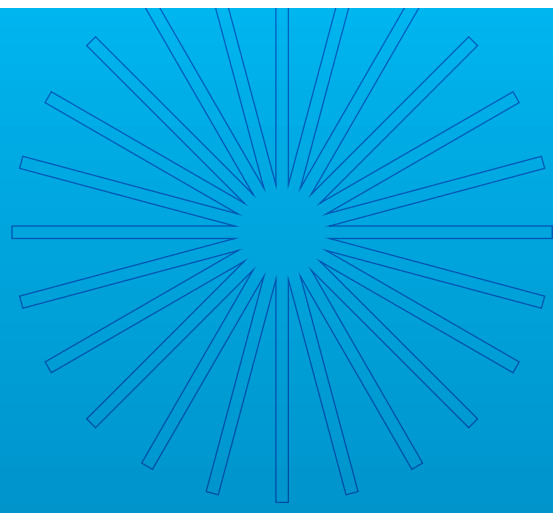
3  
THIRD  
WINNER

Writer & Illustrator  
Clarintha Glory  
Amungin Allokendek



The 2026  
**WORDS**  
Storytelling & Storybook Competition  
**MY COMMUNITY**





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**American Indonesian Exchange Foundation (AMINEF)**  
Intiland Tower, 11<sup>th</sup> Floor,  
Jl. Jend. Sudirman No. 32, Jakarta 10220

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These storybooks have been lightly edited for clarity.

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# Foreword

The seventeen stories presented in this book came from a collaborative process between students and their teachers— both their home institution teacher (co-teacher) and the Fulbright English Teaching Assistant (ETA) serving in their schools. At the heart of the collaborative process is the desire to foster understanding and to bridge differences. The schools where they taught were selected through a collaborative process between AMINEF, the Ministry of Primary and Secondary Education, and the Ministry of Religious Affairs to host the ETAs. Indeed, everything about this program underlines cooperation between all parties involved.

After a long selection and preparation process, the ETAs served in Indonesia for eight months. They came from various states in the US, from New York to California, Vermont to Louisiana - some from urban areas, others more rural. Together, they represent the rich landscape of places and cultures in America. Likewise, in Indonesia, the ETAs were exposed to and experienced life in various places and cultures. They co-taught English in various areas, spreading from Padang, Jambi, Lampung, Kulon Progo, Kudus, Sidoarjo, Praya, Palangkaraya, Makassar, and Kendari.

Over the eight months the ETAs, co-teachers, and students, in essence, serve as cultural ambassadors to one another. They forged friendships beyond the classroom walls and invested their time and energy in the communities. And this year's theme for the WORDS Storybook competition is indeed "My Community".

The stories you are about to read here were written by the stars of each school. The authors won a local competition organized by the ETAs and the co-teachers. They then worked intensively on their books and on how to best narrate the stories. In April, the students, co-teachers, and ETAs were invited to Jakarta to celebrate their journey – from beginning to learn English to becoming authors and, subsequently, storytellers.

The students performed confidently in front of a panel of four prominent judges who are all Fulbrighters from Indonesia and the US: Ahmad Fuadi, an author of best-selling novels including "Negeri 5 Menara" and a prominent public speaker; Anna Grundström, a performing artist and independent researcher based in Brooklyn, New York; Azalia Muchransyah, filmmaker, scholar, and lecturer at BINUS University; and Douglas Ramage, AMINEF Board Member and founding Managing Director of Bower-GroupAsia Indonesia.

The third place went to Clarintha Glory Amungin Allokendek from SMK Raden Umar Said Kudus with "Hannah The One-Man Team" whose story reminded us of the importance of collaboration with others. Putri Permata Sari from SMK 9 Padang's story "The Pursuit of Happiness", won second place. It is a beautiful story about self-acceptance and creating a community of your own.

In first place was Florencia Kirana Wilman from SMK 6 Padang, with her story "The Day Coffee Called Us Home." Ms. Wilman presented a powerful reminder that, amid disasters and challenges, communities can work together and find solutions. Her story showed that sometimes what the community needs is one person to plow the way, helping each other, and others will follow.

The WORDS Competition is a celebration for all: the students, the ETAs, and the co-teachers. It is a celebration of a new, and hopefully lasting, connection among people. And AMINEF is proud to have been part of these connections.

**Dr. Sandra Hamid**

Executive Director, AMINEF

# About the WORDS Competition

**WORDS** is a national English-language competition that brings together one student from each Fulbright ETA host school. Launched as a speech and talent contest in 2007, it evolved into a storytelling and storybook competition in 2018.

Finalists first win their school-level competition, which Fulbright ETAs organize in collaboration with the co-teachers. ETAs support students through brainstorming sessions, workshops, and performance feedback.

A highlight of the AMINEF year, the WORDS Competition allows 10<sup>th</sup> and 11<sup>th</sup> graders to showcase their storytelling skills, English proficiency, and cultural insights. In 2026, seventeen finalists will bring the theme **“My Community”** to life through their original stories.

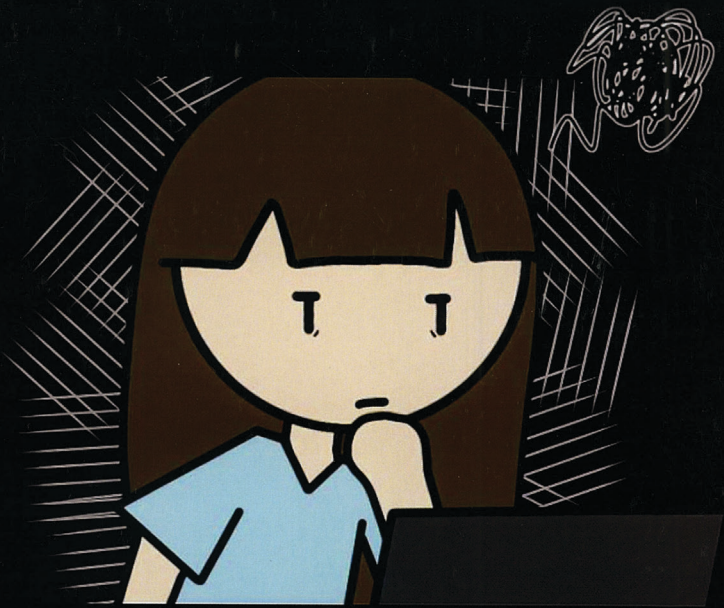
# Hannah

## The One-Man Team

Writer & Illustrator  
Clarinta Glory  
Amungin Allokendek



I don't hate group projects,  
I just don't trust them.



Group Chat

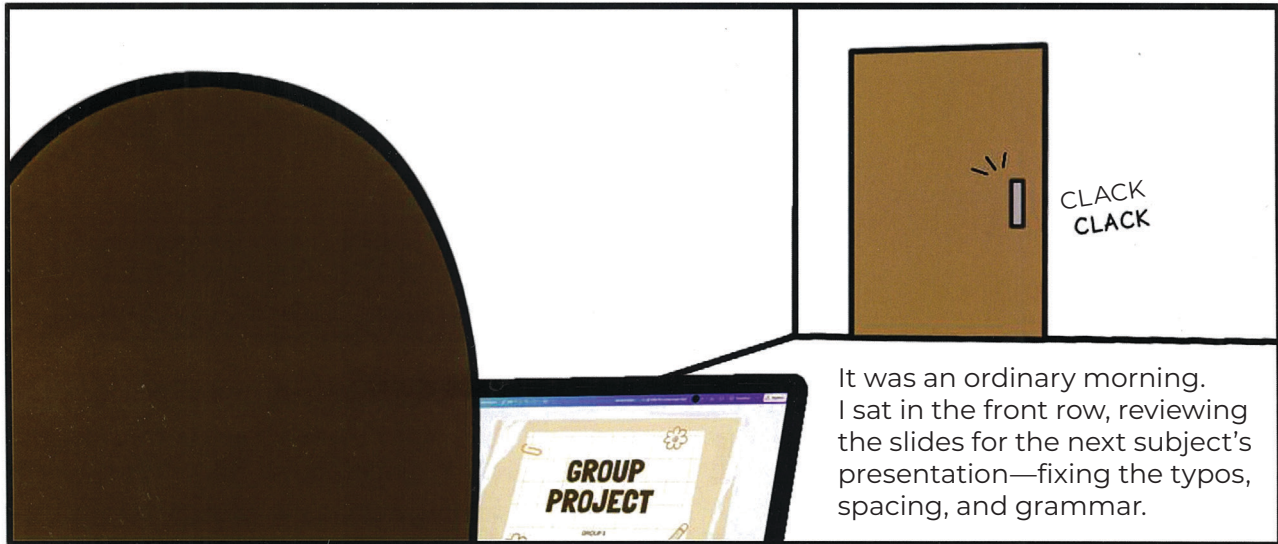
Hi, let's divide the roles.

Who wants to do section 1?

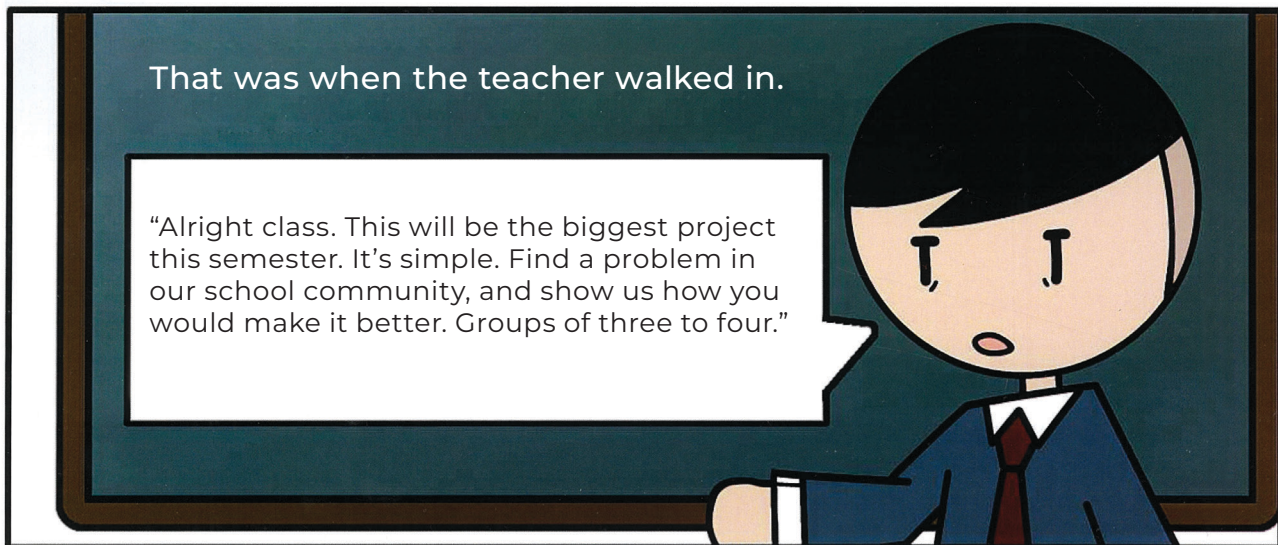
Hello?

I can do it all by myself anyway.

My name is Hannah, and this is how I learned that  
teammates are there for a reason.

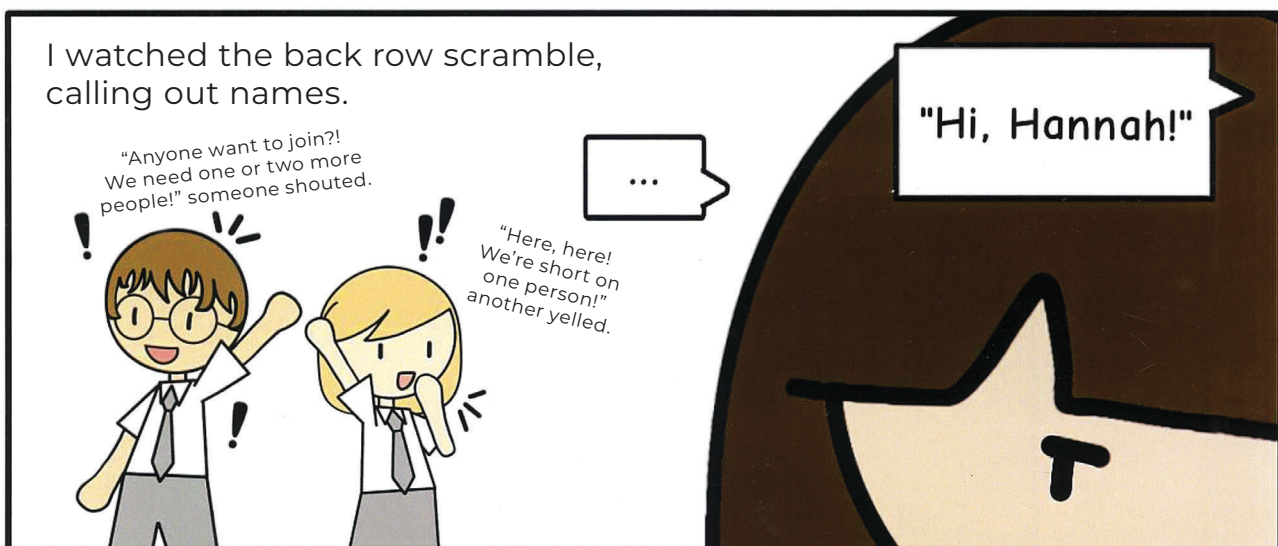


It was an ordinary morning. I sat in the front row, reviewing the slides for the next subject's presentation—fixing the typos, spacing, and grammar.



That was when the teacher walked in.

"Alright class. This will be the biggest project this semester. It's simple. Find a problem in our school community, and show us how you would make it better. Groups of three to four."



I watched the back row scramble, calling out names.

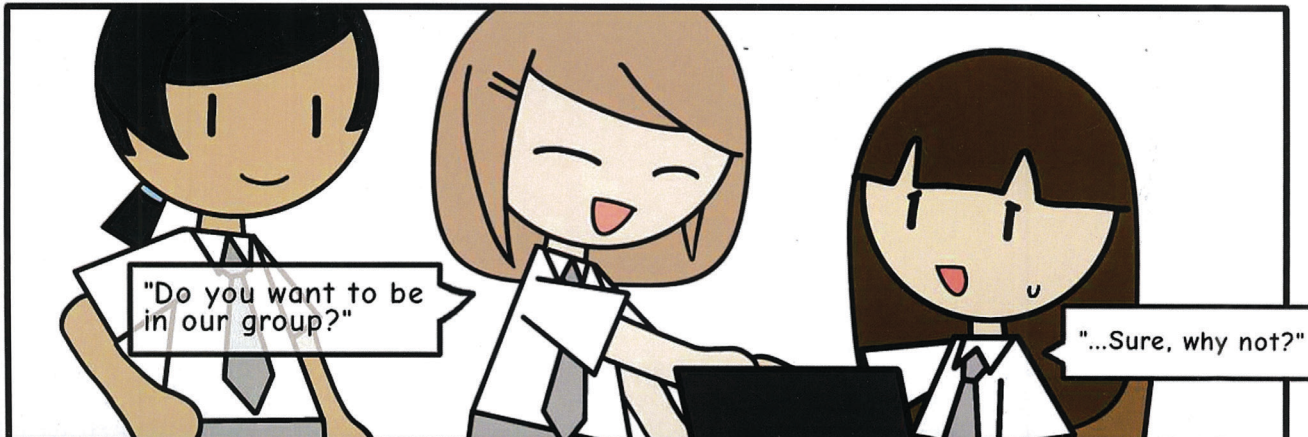
"Anyone want to join?! We need one or two more people!" someone shouted.

"Here, here! We're short on one person!" another yelled.

"Hi, Hannah!"

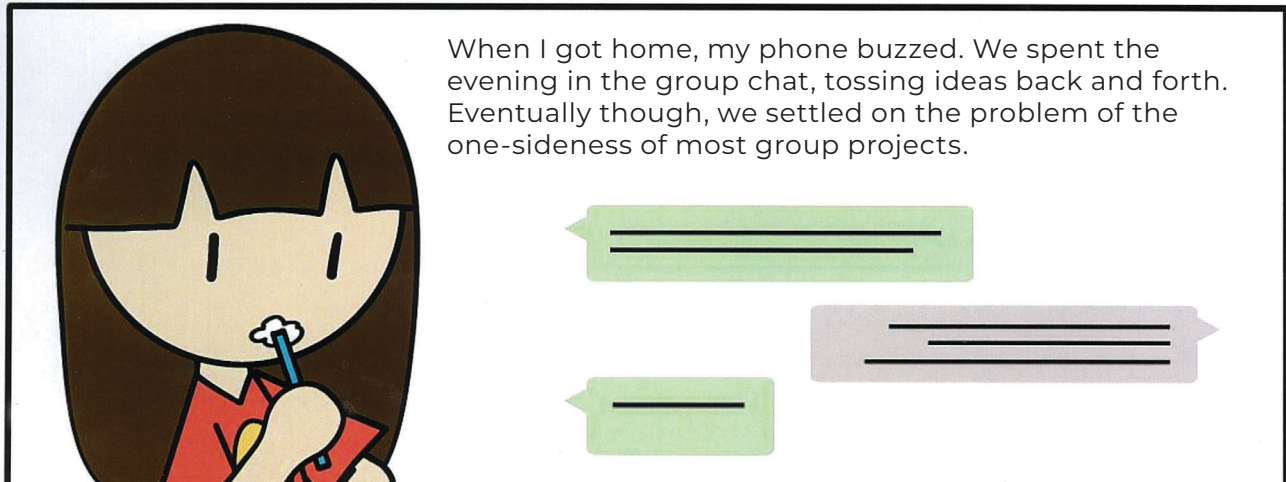
I stayed where I was, pretending to be busy. If I didn't find a group—I thought—maybe the teacher might let me work alone. That's when I heard my name.

"Hi Hannah!" Two of my classmates, Mia and Katie, were standing there.  
"Do you want to be in our group?"

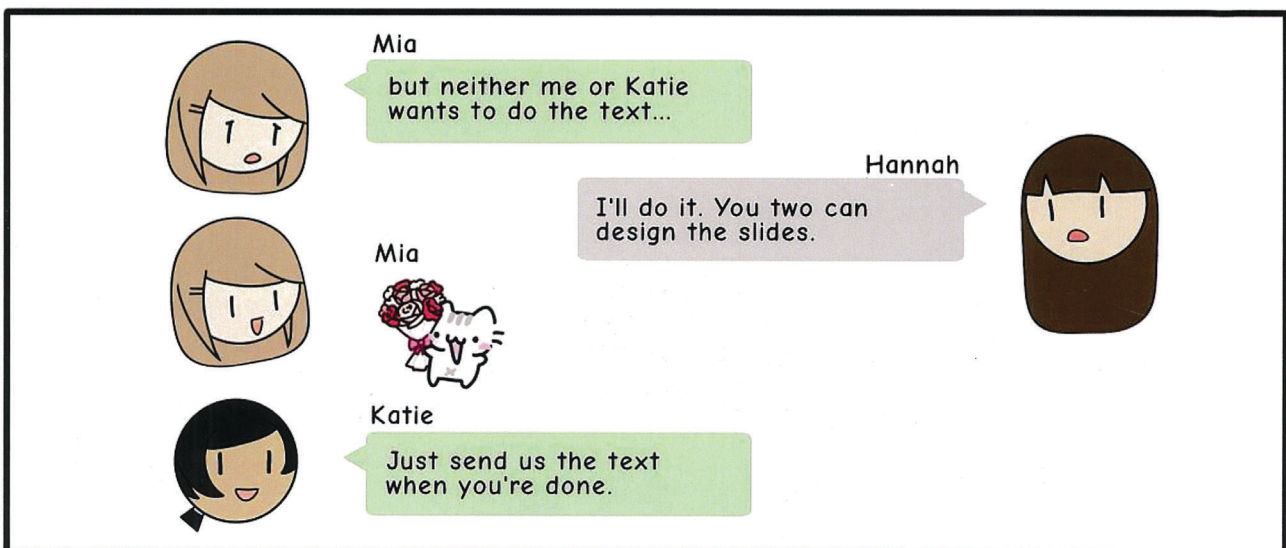


My heart sank, and the hope of working alone was gone. But I forced a smile anyway. "Sure, why not?"

When I got home, my phone buzzed. We spent the evening in the group chat, tossing ideas back and forth. Eventually though, we settled on the problem of the one-sidedness of most group projects.



But when it came to dividing roles, both Mia and Katie admitted they hated writing.

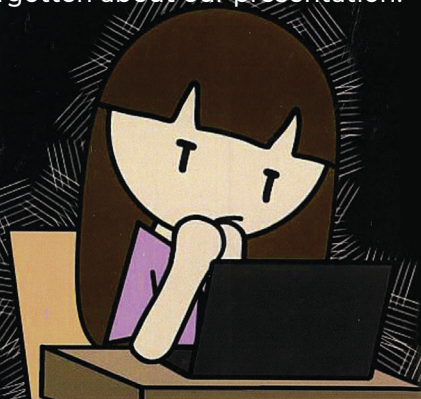


"It's fine, I'll do it," I typed. "You two can design the slides."  
"Okay, just send the text when you're finished," Katie responded.

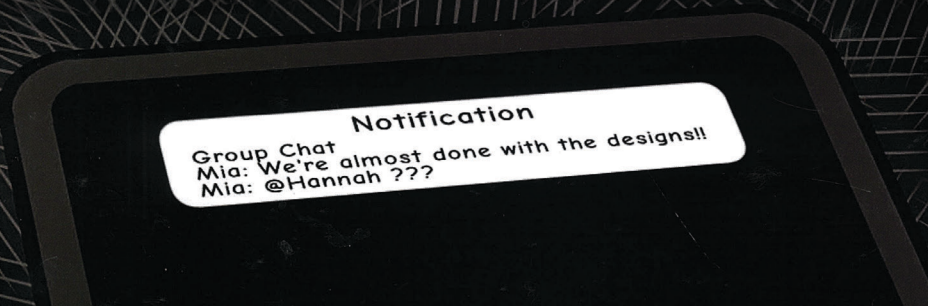
At first, it felt nice.  
I was happy to be  
working alone.



But by the second day, I was already  
overwhelmed with other group projects,  
and, by day three, I had completely  
forgotten about our presentation.



A few days later, my phone lit up with a text from Mia:  
“Update, we’re almost done designing!” I stared at the screen and  
closed it without replying.



More days passed. I knew the clock was ticking, but I was paralyzed.  
My eyes burned, my stomach twisted, and it felt like needles were  
piercing into my head.

The clock hit 12 AM. I looked at  
my rough bullet points. I still  
hadn’t written anything.

How did it turn out like this?  
Why did it turn out like this?  
Did I do something wrong?  
Did I not work hard enough?



My phone buzzed again. It was Katie: "Hannah? Tomorrow's the day of the presentation, is everything alright?"



Katie

"Hannah? Tomorrow's the day of the presentation, is everything alright?"



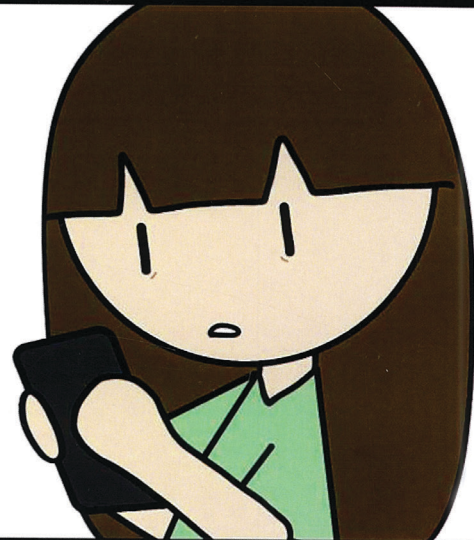
I hesitated. But if I didn't say something, we wouldn't get any marks.

I finally swallowed my pride and typed: "Sorry. I don't think I can do it alone. Can you help?"

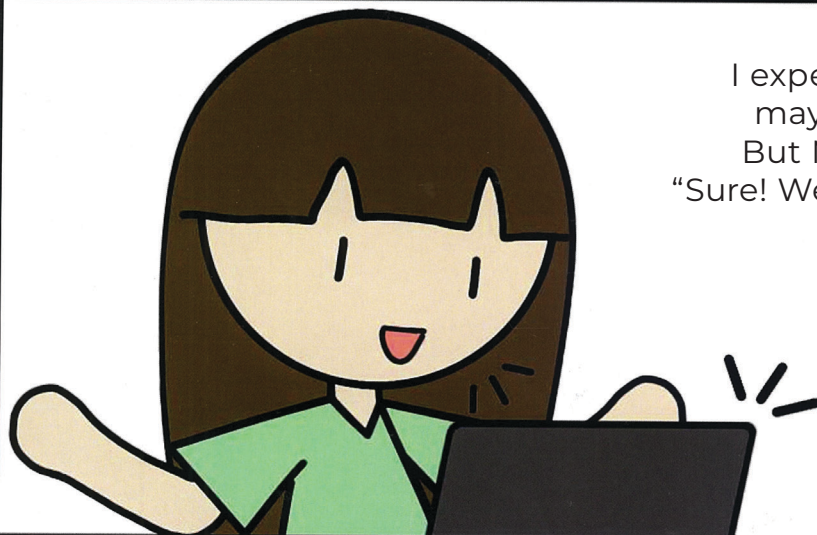
Sorry. I don't think I can do it alone. Can you help?



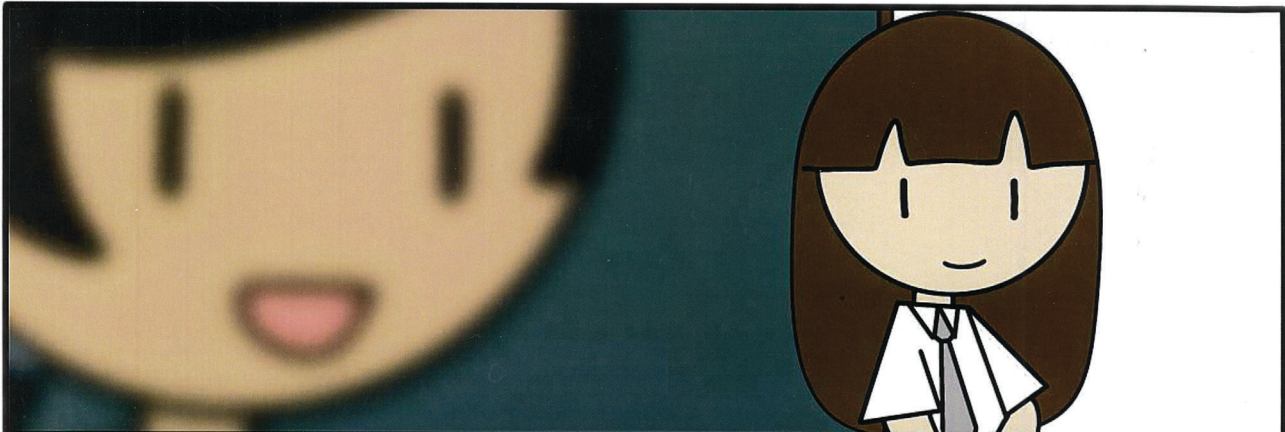
Sure! We still have time.



I expected them to refuse, maybe even blame me. But Mia replied instantly: "Sure! We still have time anyway."

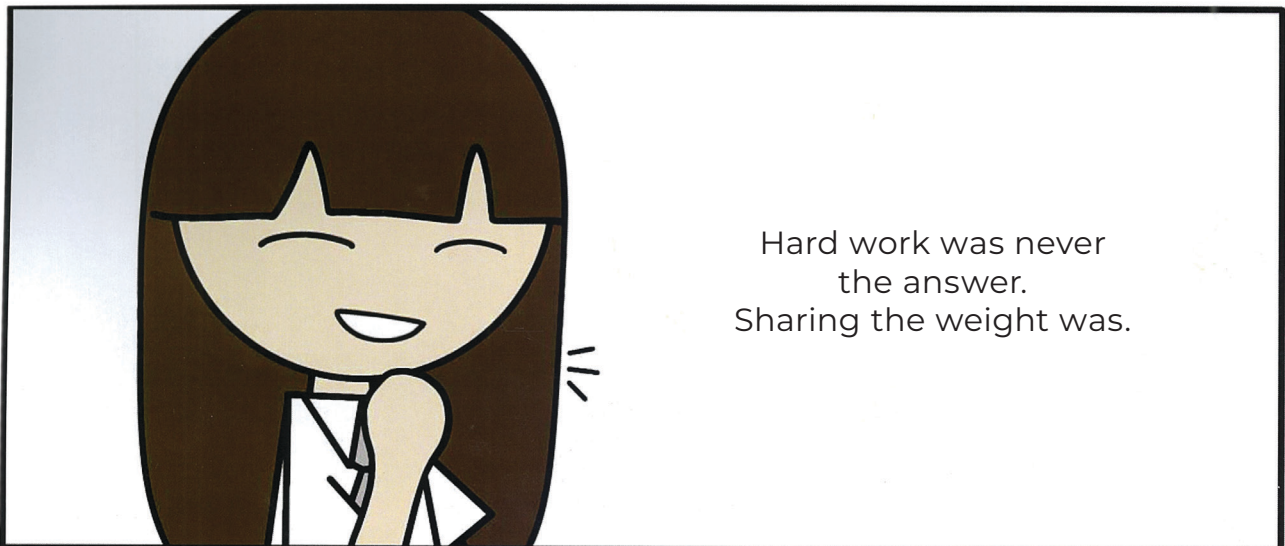
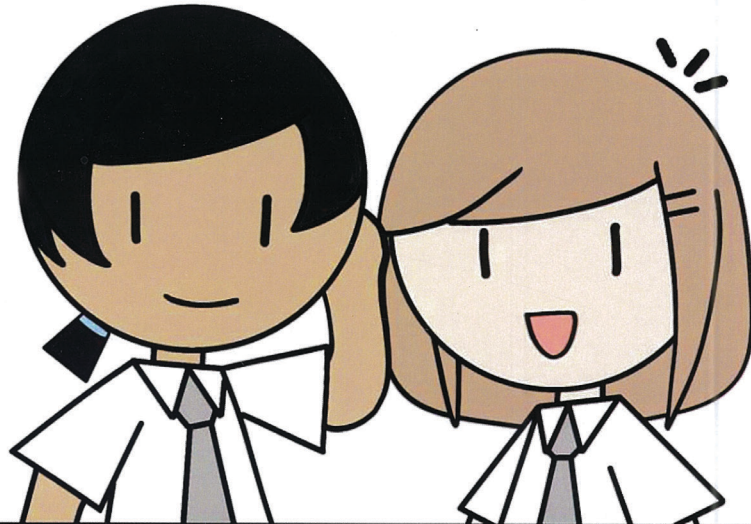


That night, all three of us stayed up late to complete the text. We talked over each other, exchanging ideas back and forth, and they suggested things I never would've thought of. At last, the pages were finally filled.



The next day, we stood in front of the class together. My voice shook—but for the first time, I wasn't the only one speaking.

Our presentation didn't match exactly as what I had envisioned, but when we finished, I saw my teammates smiling. And that's when I realized something simple.



Hard work was never the answer.  
Sharing the weight was.

# About the Author

**Clarintha Glory  
Amungin Allokendek**  
SMK Raden Umar Said  
Kudus



Hello! My name is Clarintha Glory Amungin Allokendek, but everyone calls me Arin. I'm 15 years old. I was born in Timika, Central Papua on September 8th, 2010. Right now, I'm in grade 10 at SMK Raden Umar Said in Kudus, Central Java. I major in 3D animation. My hobbies include watching anime, making stories, playing games, and travelling to new places.

I also like listening to music, especially instrumentals. I'd like to go abroad some time in the future, maybe cosplay, and expand my anime figurine and merchandise collection. My personal goal is to make my very own film.

# About AMINEF

**The American Indonesian Exchange Foundation (AMINEF)** is the binational Fulbright Commission for Indonesia. AMINEF's many educational exchange programs have increased mutual understanding between the United States and Indonesia and strengthened the ties that unite our two countries.

Since 1952, more than 3,500 Indonesians and 1,400 Americans have participated in exchanges. Annually, 80-100 Indonesians travel to the US through Fulbright grants for degree study, teaching, research, or non-degree professional fellowships. Similarly, up to 60 Americans receive Fulbright support to contribute their expertise in teaching, research, or as Specialists, offering insights to Indonesian institutions.

For detailed information on degree scholarships and non-degree fellowships available to Indonesians and Americans, visit the AMINEF website at [www.aminef.or.id](http://www.aminef.or.id).

# About the Fulbright English Teaching Assistant (ETA) Program and ETA in Indonesia

**The Fulbright English Teaching Assistant (ETA) Program**, one of the US State Department-funded Fulbright programs in many countries worldwide, places recent college graduates and young professionals as English teaching assistants in primary and secondary schools or universities overseas.

The program helps improve international students' English-language abilities and knowledge of the US while increasing the US student's language skills and knowledge of the many host countries worldwide.

In Indonesia, the Fulbright ETAs are placed in high schools (SMA, SMK, and Madrasah) that assist local English teachers. The program has been running for over two decades, since 2004, affecting thousands of Indonesian students and their communities across the archipelago. AMINEF works closely with the Indonesian Ministries of Primary and Secondary Education and Religious Affairs to administer the Fulbright ETA program in Indonesia.






**AMINEF**

Intiland Tower, 11<sup>th</sup> Floor  
Jl. Jend. Sudirman Kav. 32  
Jakarta 10220

T. +62 21 5793 9085/86  
F. +62 21 5793 9089

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