
Course Overview

As students, you will need new insights and comprehensive cross-discipline skills to meet the increasingly complex issues, assignments, and challenges of the global conflicts you may find yourself in.

As Special Operations soldiers, you need an intensive language program that accelerates your multi-language requirements and, in turn, enhances your career to match the rapid speed of changes.

This language program can help you gain the added credentials and valuable learning that you need to advance in your career and provide the specializations needed, which can immediately put your learning on the fast track and could save your life.

This language course will be taught by leading faculty members who explore the latest concepts and best practices available (anytime, anywhere in the world) in interactive multimedia instruction (IMI) or advanced distributed/distance learning (ADL).

The course focuses on learning how to effectively use what you have learned in the previous lesson and the ability to build up on and use the knowledge in each lesson as the class progresses. You can also explore online tools such as electronic publications and web sites with particular focus placed on how technology can support multiple modes of learning.

The target language you are about to study has been developed and delivered by highly skilled academic designers, integrating technology in the instructional curriculum. Cognition and technology-based instructions and imperatives are explored in relation to programming for varied learning and motivational styles.

COMMUNICATIVE APPROACH TO LEARNING INSTRUCTIONAL METHODOLOGY

Task-based Learning

One of the most effective teaching methods is the Communicative Approach. Task-based learning (TBL) requires students to engage in interaction in order to fulfill a task and involves differentiating, the ability to sequence, and problem-posing activities involving learners and teachers in some joint selection.

Tasks are a feature of everyday life. We all have things we need or want to do. We have specific purposes and goals in mind, and we use specific competencies to complete the tasks. In daily life, a task might be shifting a wardrobe from one room to another or planning the budget for the next financial year.

In the classroom, communication is always part of the process, whether the task involves creativity, particular skills to repair or assemble something, problem solving, planning, or completing a transaction. Students become actively involved in communication and focus on achieving a particular goal. They must comprehend, negotiate, express ideas, and get their message across in order to reach that goal.

Bringing tasks into the classroom puts the focus of language learning on the meaning and the goal, rather than on the form of the communication. “Real world” scenarios have been selected to make the course relevant to the students.

These goals are transferred into activities that focus on the reading, writing, oral communication, and/or listening skills relevant to real life needs. It also covers the goals of cross-cultural awareness, as well as leadership, organizational, and interpersonal communication skills.

The following goals of the foreign language program you are about to study will provide each of you with the ability to accomplish many tasks:

- Develop skills for oral presentations, group discussions, and listening comprehension.
- Provide opportunities for exercising initiative leadership and practicing organizational and participation skills in group situations.
- Develop cross-cultural awareness.
- Prepare, practice, perform, and provide feedback. The feedback includes both instructor and peer feedback.
- Support activities or problem-solve activities in small groups, and interactions in the classroom situation.

Student Learning Strategies

As a language student, it is extremely important that you familiarize yourself with the course and the strategies to be successful.

- Learning a language is an active and performative phenomenon. Language itself is indescribable and evolves frequently. Anyone who learns a new language should expect changes and challenges; especially as adult learners.
- This course is designed to guide you through the language learning process. Activities move from simple to more difficult and overlap to enhance communication. Module I highlights critical and basic functions of communication.
- Each lesson presents functions (or tasks) and provides activities in which you, as a student, will practice performing.
- For each task listed before a lesson, you will find exercises or activities that highlight the steps to meeting every lesson objective. These creative activities emphasize communication, pair and group work, and learning in context.
- Exercises may be developed and enhanced by the instructor to incorporate various critical tasks or underline a specific task that may be unusually challenging for each group of students.
- Class exercises or activities are designed to review lesson materials immediately after instruction. In class, language practice is an important element of successful language comprehension and you will use new information for active and effective language communication.
- As a student, you should always practice pronunciation – especially words or language cases that are difficult for non-native speakers. Use the language inside and outside of the classroom. Ask questions about complex materials during class and your instructor will guide you with more examples.
- You should read over lesson materials before engaging in an activity. The instructor will review necessary lesson information before assignments are given.
- Learn about the culture of your language. Culture shapes language. It affects changes in the language and helps you understand particularities of the foreign language. More importantly, culture helps you understand the similarities in languages and how to adapt to new forms or structures.

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- As a language learner, you will regularly participate in language exchange – you contribute as both a listener and a speaker. Active listening is part of class learning and participation, while non-participatory listening is an individual step that happens primarily outside of class as you go through various activities and exercises for homework, on the web, etc...
 - You will relate sounds to the individual words in each lesson.
 - You will use new vocabulary words within a cultural context.
 - You will recognize grammatical concepts that match communicative functions.
 - Exercises within the lesson, as well as the Application and Skill Enhancement Activities, stress all four skills: listening, reading, writing, and speaking.
 - These are activities through which you can further develop your grammatical control of the language with minimal intervention on the part of the instructor.
 - You will work with and learn from your partners in small groups and role-play activities and summarize and share information that you have learned from your partners.
 - The homework section of each lesson is a follow-up for the lesson of the day. In the homework, you will practice new expressions and grammatical concepts that fulfill lesson tasks.
 - At the end of each lesson, you will incorporate listening, reading, writing, and speaking skills to perform comprehensive activities.

Instructional Technique

The instructor will incorporate various activities within one language exercise or activity. For example, a role-play activity may be expanded to include a feedback or discussion forum where students give personal opinions and ideas. Depending on class size and level of proficiency, the instructor can rearrange and adapt a particular activity as follows:

IN THE TARGET LANGUAGE WITH INSTRUCTOR AS GUIDE:

1. Activity Explanation ➡ Language Tips ➡ Vocabulary in Context ➡ Student Questions
2. ➡ Class Brainstorming ➡ Group/Pair Brainstorming ➡ Group/Pair Practice
3. ➡ Performance of Activity (Situation or Scenario)
4. ➡ Expansion of Activity (Homework/Class Discussion/Cultural-related Topics)

This type of step-by-step process, where the difficulty level increases for each performance, stimulates language comprehension.





SOLT I Indonesian Module 1 Lesson 1

Student Manual

Sound and Script

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At the end of this lesson, you will be able to recognize and pronounce each character of the Indonesian alphabet and understand the sound changes, produce the vowels and diphthongs, recognize consonants, and understand cognates. Here is the outline for lesson one:

Identify the Alphabet

- Recognize and write each character of the Indonesian alphabet
- Identify the Indonesian characters by name
- Pronounce the Indonesian characters phonetic sound

Produce Vowel Sounds

- Recognize vowels
- Produce vowel and diphthong sounds
- Recognize the vowel positions in the writing system
- Produce vowel – consonant combinations

Produce Consonant Sounds

- Recognize consonants
- Identify consonants in alphabetical order and by group
- Identify consonant clusters
- Apply the rules for the consonants when reading and writing

Recognize Cognates

- Identify cognates
- Pronounce cognates
- Write cognates

Produce Stress and Intonation

- Contrast stress and intonation
- Pronounce stress and intonation

Indonesian (*Bahasa Indonesia*) is a relatively new spoken and written dialect of the Malay language developed by Dutch scholars at the beginning of the 20th century as the standard or correct dialect to be taught in the colonial schools. It is an Austronesian (Malayo-Polynesian) tongue of amazing complexity, rich in vocabulary borrowed from Sanskrit (*istana*, palace), Arabic (*hakim*, judge), Portuguese (*meja*, table), Dutch (*kantor*, office), English (*otomatis*, automatic), Chinese (*mie*, noodle), as well as ethnic languages from around the archipelago such as Javanese (*Pusaka*, heirloom) and Ambonese (*Beta*, I, me, my).

1. Identify the Alphabet

The official Indonesian alphabet consists of the following 26 letters:

Letter (Huruf)	Pronunciation (Pengucapan)	Example (Contoh)	Letter (Huruf)	Pronunciation (Pengucapan)	Example (Contoh)
A	A	Apa	N	en	Naik
B	be	Buku	O	o	Orang
C	ce	Cuti	P	pe	Pagi
D	de	Dari	Q	ki	Quran
E	E	Ekor	R	er	Rak
F	Ef	Film	S	es	Selamat
G	ge	Guru	T	te	Teman
H	ha	Hitam	U	u	Universitas
I	I	Ini	V	ve	Vokal
J	Je	Jakarta	W	we	Wajib
K	ka	Kabar	X	eks	Xilofon
L	el	Lantai	Y	ye	Ya
M	Em	Meja	Z	zet	Zeni

Exercise 1 (Class Work)

The following groupings will help you in practicing the pronunciation of each alphabetical symbol. Pronounce each group of alphabets after your instructor.

<p>Bê Cê Dê Ê Gê Jê Pê Tê Vê Wê Yê</p>

<p>A H_a K_a</p>

<p>I U O éX/êX</p>

<p>éF éL éM éN éR éS Zét</p>

TIP OF THE DAY

On August 17, 1972, the 26th anniversary of Indonesian Independence, former President Soeharto announced that certain official orthographic changes would be made for Indonesian. The Ministry of Education authorized the following major changes: ‘*ch*’ became ‘*kh*’; ‘*dj*’ became ‘*j*’; ‘*j*’ became ‘*y*’; ‘*nj*’ became ‘*ny*’; ‘*sj*’ became ‘*sy*’; and ‘*tj*’ became ‘*c*’. Duplicated words must be written out, e.g. ‘*meja2*’ became ‘*meja-meja*’. Nouns preceded by ‘*di*’ may not be written together, e.g. ‘*dikamar*’ became ‘*di kamar*’. Early in 1947, ‘*oe*’ became ‘*u*’, for example: ‘*Soeharto*’ (old spelling) became ‘*Suharto*’ (modern spelling), and ‘*Tjiandjoer*’ became ‘*Tjiandjur*’, which after 1972 became ‘*Cianjur*’. Some Indonesians still have their names spelled the old way.

2. Vowel Sounds

As in English, there are five written vowels: *a*, *e*, *i*, *o*, *u*.

a is very short, like the ‘a’ in ‘father’:
satu one *bayar* to pay

e is usually unstressed, like the ‘e’ in ‘about’:
empat four *beli* to buy

When stressed or at the end of a word:

1. ‘e’ sounds like the ‘ê’, as in the first vowel sound of the diphthong in the word ‘stay’.

sore evening *sate* satay

2. ‘e’ sounds like the ‘é’ in the English word ‘bet’.

cek check *praktek* practice

i is long like the ‘i’ in ‘unique’:
tiga three *lima* five

o has two different sounds:

1. O sounds like ‘ó’, as in the sound of ‘o’ in the word ‘drop’:

bodoh stupid *pokok* basic, fundamental

2. O sounds like ‘ô’ as in the first vowel of the diphthong in the word ‘slow’:

sore evening *dosen* college instructor

u is like the last vowel sound of the diphthong in the the word ‘shoe’:

tujuh seven *untuk* for

Note: All vowels in Indonesian can appear in three different places; at the beginning, middle and the end of the syllable.

TIP OF THE DAY

Under the influence of Javanese, the final ‘*ai*’ is often pronounced like ‘*é*’ in ‘*passé*’:

sampai ⇒ *sampé* to reach.

Similarly, final ‘*au*’ often becomes ‘*o*’:

hijau ⇒ *hijo* green.

Under the influence of the Jakarta dialect, the final syllable ‘*a*’ between consonants often becomes a short ‘*e*’:

pintar ⇒ *pinter* smart

benar ⇒ *bener* true, correct

malas ⇒ *males* lazy

2.1 Vowel combinations (Diphthongs)

There are three diphthongs in Indonesian: /*ai*/, /*au*/ and /*oi*/. They are not the same with other series of vowels in the Indonesian language; the series of vowels on diphthongs symbolize one-vowel sounds that cannot be separated. These are spelled *ay*, *aw*, and *oy* respectively.

ai is pronounced like the word ‘eye’:

pantai beach

sampai to reach

au is like the ‘ow’ in ‘cow’:

atau or

pulau island

oi is pronounced like the ‘oy’ in ‘boy’:

sepoi to blow softly

amboi hey, Gosh

Exercise 2 (Class Work)

Repeat the following words after your instructor.

Vowel (Vokal)	Description of Sound (Deskripsi Bunyi)	Indonesian Spelling (Ejaan Bahasa Indonesia)	Examples (Contoh)
/a/	like ‘ <i>u</i> ’ in <i>cup</i>	<i>a</i>	<i>ada, atau, asal, anak</i>
/i/	like ‘ <i>i</i> ’ in <i>machine</i>	<i>i</i>	<i>ini, itu, baik, tulis, ibu</i>
/u/	like the ‘ <i>oo</i> ’ in <i>food</i>	<i>u</i>	<i>guru, susu, buku, kapur</i>
/é/	like ‘ <i>e</i> ’ in <i>pen</i>	<i>e</i>	<i>tokek, kakek, praktek, dek</i>
/ê /	like the first vowel of the diphthong in <i>stay</i>	<i>e</i>	<i>boleh, sore, dikte, besok</i>
/e/	like ‘ <i>e</i> ’ in <i>student</i>	<i>e</i>	<i>petang, kelas, ke, empat</i>
/o/	like the first vowel of the diphthong in <i>coat</i>	<i>o</i>	<i>sore, polisi, koprak</i>
/o/	Like the ‘ <i>o</i> ’ in the <i>dog</i>	<i>o</i>	<i>stop, pot, top, plot</i>

Exercise 3 (Pair Work)

Repeat the following words after your instructor and practice pronouncing them with your partner. Take turns pronouncing the vowels and the words.

Vowels (Vokal)	Position (Posisi)		
	Beginning (Awal)	Middle (Tengah)	End (Akhir)
a	/anak/ /akan/ /asing/ /api/	/kantor/ /bahasa/ /bawah/ /kabar/	/kota/ /ada/ /baja/ /bekerja/
i	/ini/ /ibu/ /ingin/ /istirahat/	/pintu/ /kecil/ /detik/ /dinding/	/padi/ /istri/ /berhenti/ /kaki/
u	/uang/ /ubi/ /udara/ /ulang/	/masuk/ /keluar/ /tidur/ /gunting /	/pintu/ /baru/ /bau/ /bertemu/
e	/enam/ /ekor/ /empat/ /ekstra/	/departemen/ /aneh/ /cek/ /apel/	/tipe/ /sore/ /lele/ /are/
o	/obat/ / obor/ /orang/ /opor/	/kontan/ / pertolongan / /termos/ /coba/	/toko/ /baso/ /bakpao/

/anak/ “child” /akan/ “will” /asing/ “foreign” /api/ “fire”
 /kantor/ “office” /bahasa/ “language” /bawah/ “under” /kabar/ “news”
 /kota/ “city” /ada/ “there is/are” /baja/ “steel” /bekerja/ “work”
 /ini/ “this” /ibu/ “mother” /ingin/ “want” /istirahat/ “rest”
 /pintu/ “door” /kecil/ “small” /detik/ “second” /dinding/ “wall”
 /padi/ “rice plant” /istri/ “wife” /berhenti/ “stop” /kaki/ “foot, leg”
 /uang/ “money” /ubi/ “yam” /udara/ “air” /ulang/ “repeat”
 /masuk/ “enter” /keluar/ “exit” /tidur/ “sleep” /gunting / “scissor”
 /pintu/ “door” /baru/ “new” /bau/ “smell” /bertemu/ “meet”
 /enam/ “six” /ekor/ “tail” /empat/ “four” /ekstra/ “extra”
 /departemen/ “department” /aneh/ “strange” /cek/ “a check” or “to check”
 /apel/ “apple” /tipe/ “type” /sore/ “evening” /lele/ “catfish” /are/ “100m²”
 /obat/ “medicine” /obor/ “torch” /orang/ “person” /kontan/ “pay in full”
 /pertolongan/ “help” /termos/ “thermos” /coba/ “to try” /toko/ “store”
 /baso/ “meatball” /bakpao/ “steamed bun”.

Exercise 4 (Class Work)

Repeat the following words with diphthongs after your instructor:

Diphthongs (Diftong)	Description of Sound (Deskripsi Bunyi)	Indonesian Spelling (Ejaan Bahasa Indonesia)	Examples (Contoh)
/ai/	like the 'i', 'y' and 'uy' in 'bicycle', 'by' and 'buy'	ay	/lantai/ /pantai/ /ramai/ /damai/
/au/	like 'ow' in 'now'	aw	/tembakau/ /danau/ /pulau/ /kalau/
/oi/	like the 'oy' in 'boy'	oi	/amboi/ /sepoi/

/lantai/"floor" /pantai/"beach" /ramai/"crowded" /damai/"peace"
/tembakau/"tobacco" /danau/"lake" /pulau/"island" /kalau/"if"
/amboi/"hey, gosh" /sepoi/"to blow softly"

3. Consonant Sounds

Indonesian /b/d/j/ and /g/ are pronounced like their corresponding English consonants in initial and medial positions in the word. Repeat the following words after your instructor.

Consonants (Konsonan)	Description of Sound (Deskripsi Bunyi)	Indonesian Spelling (Ejaan Bahasa Indonesia)	Examples (Contoh)
/b/	like the "b" in <i>rub</i>	b	/buku/ /sebab/ /bila/ /habis/
/d/	like "d" in <i>red</i>	d	/duduk/ /dari/ /kado/ /duka/
/j/	like the "j" in <i>jam</i>	j	/jari/ /baja/ /jalan/ /meja/

3. Consonant Sounds (Continued)

/g/	like “g” in <i>dog</i>	g	/gaji/ /gali/ /guru/ /tiga/
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buku/“book” /sebab/”because” /bila/“if” /habis/“finished” /duduk/“sit”
/dari/“of, from” /kado/“gift” /duka/”sorrow” /jari/“finger” /baja/“steel”
/jalan/“street” /meja/”table” /gaji/“wage” /gali/“dig” /guru/“teacher”
/tiga/“three”

Indonesian /p/t/c/ and /k/ are pronounced like their corresponding English consonants, except that the Indonesian consonants are not aspirated. In the final position /k/ is often pronounced like a glottal stop. Listen to your instructor.

Consonants (Konsonan)	Description of Sound (Deskripsi Bunyi)	Indonesian Spelling (Ejaan Bahasa Indonesia)	Examples (Contoh)
/p/	like the “p” in <i>lip</i>	p	/padi/ /hidup/ /topi/ /pukul/
/t/	like “t” in <i>let</i> but without a puff of air	t	/tiba/ /atau/ /tepat/ /cepat/
/c/	like the “ch” in <i>church</i> but without the “sh” sound	c	/cari/ /cuci/ /Cina/ /pici/
/k/	like “k” in <i>like</i>	k	/kata/ /duduk/ /kuku/ /makan/

/padi/“rice plant” /hidup/“life” /topi/“hat” /pukul/“strike” /tiba/ “arrive”
/atau/“or” /tepat/“accurate” /cepat/“fast” /cari/“look for” /cuci/ “wash”
/Cina/“Chinese” /pici/“skull cap” /kata/“word” /duduk/“sit” /kuku/“finger nail”
/makan/“eat”

3. Consonant Sounds (Continued)

Indonesian /m/n/ and /ng/ are pronounced like their corresponding English consonants while Indonesian /ny/ is pronounced like the “ny” or “gn” in the English words “canyon” and “mignon,” respectively. Listen to your instructor.

Consonants (Konsonan)	Description of Sound (Deskripsi Bunyi)	Indonesian Spelling (Ejaan Bahasa Indonesia)	Examples (Contoh)
/m/	like the “m” in <i>main</i>	M	/minum/ /tamu/ /lama/
/n/	like “n” in <i>noon</i>	N	/nona/ /aman/ /daun/
/ng/	like the “ng” in <i>singer</i>	Ng	/ngantuk/ /bunga/ /ngeri/
/ny/	like the “ny” in <i>canyon</i>	Ny	/nyanyi/ /banyak/ /nyonya/

/minum/“drink” /tamu/“guest” /lama/“long” /nona/“Miss”
/aman/“safe” /daun/“leaves” /ngantuk/“sleepy” /bunga/“flower”
/ngeri/“terrified” /nyanyi/ “sing” /banyak/“ many” /nyonya/“madam”

Indonesian /w/l/y/ are pronounced like their corresponding English consonants, while Indonesian /r/ is trilled. Repeat the following words after your instructor, paying close attention to the way the ‘r’ is trilled.

Consonants (Konsonan)	Description of Sound (Deskripsi Bunyi)	Indonesian Spelling (Ejaan Bahasa Indonesia)	Examples (Contoh)
/w/	like the “w” in <i>wine</i>	w	/lawan/ /dewa/ /wartawan/
/l/	like “l” in <i>leave</i>	l	/boleh/ /lima/ /lalu/
/y/	like the “y” in <i>you</i>	y	/yakin/ /yang/ /saya/
/r/	Like the “r” in <i>rule</i>	r	/ramai/ /kiri/ /rumah/

/lawan/“opponent” /dewa/“god” /wartawan/“reporter” /boleh/“ may”
/lima/“five” /lalu/“then, ago” /yakin/“sure” /yang/ a particle
/saya/“I, me, my” /ramai/“crowded” /kiri/“left” /rumah/“house”

3. Consonant Sounds (Continued)

Indonesian /f/s/sy/z/h/ and /kh/ are pronounced like their corresponding English consonants. Indonesian /f/ is also represented by the letter “v.” Indonesian /h/ is always pronounced and stressed a little more strongly than in English, as if you were sighing. Practice the following words with your classmates after listening to your instructor:

Consonants (Konsonan)	Description of Sound (Deskripsi Bunyi)	Indonesian Spelling (Ejaan Bahasa Indonesia)	Examples (Contoh)
/f/	like the “f” in <i>fan</i>	f	/positif/ /maaf/ /nafas/
/s/	like “s” in <i>send</i>	s	/satu / /bias/ /sibuk/ /susu/
/z/	like the “z” in <i>zeal</i>	z	/zaman/ /zamrud/ /azas/ /zat/
/h/	like “h” in <i>hope</i>	h	/rumah/ /hasil/ /hitam/ /bahu/
/kh/	voiceless and often pronounced /h/ or /k/	kh	/khusus/khas/ /akhir/ /khabar/

/positif/“positive” /maaf/“sorry” /nafas/“breath” /satu/“one” /bias/“ray”
/sibuk/“busy”/susu/“milk” /zaman/“period” /zamrud/“emerald” /azas/“principle”
/zat/“substance” /rumah/“house” /hasil/“result” /hitam/“black” /bahu/“shoulder”
/khusus/khas/“special” /akhir/“end” /khabar/“news”

3. Consonant Sounds (Continued)

Finally, Indonesian /sy/ is pronounced like the English “*sh*” while Indonesian glottal stop /ʔ/ (*hamzah*) is produced by holding one’s breath for a fraction of a second and then releasing it. There are slight regional variations of sounds among Indonesians, depending on their regional language and dialect. Practice the following words with your classmates after listening to your instructor:

Consonants (Konsonan)	Description of Sound (Deskripsi Bunyi)	Indonesian Spelling (Ejaan Bahasa Indonesia)	Examples (Contoh)
/sy/	like the “ <i>sh</i> ” in “ <i>shoot</i> ”	sy	Syarat, syukur, isyarat, syahbandar
/ʔ/	glottal stop	k or no symbol	baik, rakyat, tidak, saat, kelak

/syarat/“requirement” /syukur/“Thank God” /isyarat/”sign”
 /syahbandar/”harbourmaster” /baik/, /bai’/“fine” /rakyat/, /ra’yat/“people”
 /tidak/,/tida’/”not, no” /saat/”time” /kelak/”in the future

Exercise 5 (Class Work)

Listen to your instructor pronounce the following words three times, and write down what you hear. The instructor will then show the words on a screen or on a poster so you can compare your results.

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.
16.	17.	18.
19.	20.	21.
22.	23.	24.
25.	26.	27.
28.	29.	30.
31.	32.	33.
34.	35.	36.
37.	38.	39.
40.	41.	42.
43.	44.	45.
46.	47.	48.
49.	50.	

Dialogue A (Pair Work)

The following are the instructions for this dialogue. Unless stated otherwise, the instructions also apply to other dialogues in the manual.

1. Your instructor will model the dialogue for you. Be attentive to pronunciation, intonation and wave discrepancy of each segment.
2. Then practice the dialogue with your classmates and switch roles. Unless you were instructed to prepare the dialogue before the class, for each round, take the time to prepare your lines so that you are able to say them without looking at the Indonesian. Cover the target language. Refer to the English as a guide only when you need it.
3. In looking at the target language sentences and their English equivalents, take care not to translate word per word yourself, but to understand the context of the speaker's messages.

John and Jacqueline meet Mrs. Ketut on the bus from the airport.

Jo: Selamat pagi, Bu.	Jo: Good Morning, Ma'am.
K: Selamat pagi, Pak.	K: Good morning, Sir.
Jo: Nama saya Jon.	Jo: My name is Jon.
K: Saya Ketut.	K: I am Ketut.
Ja: Saya Jacqueline. Kami berasal dari Amerika.	Ja: I am Jacqueline. We are (originally) from America.
K: Maaf ... bagaimana tulisannya, nama Ibu tadi?	K: I am sorry ... how do you spell it (lit. how do you write it down), your name ([which was said previously])?
Ja: Tulisannya J-A-C-Q-U-E-L-I-N-E.	Ja: The spelling is J-A-C-Q-U-E-L-I-N-E.

Exercise 6 (Pair Work)

Converse with your friend. Introduce yourself and tell her/him your place of origin. A conversation between the two of you might go like the following conversation between Robert and Santi.

Robert: Nama saya (adalah) Robert Hogan
 Santi : Maaf, bagaimana tulisannya?
 Robert: (Tulisannya) R-o-b-e-r-t H-o-g-a-n.
 Santi : Saya Santi. Saya berasal dari Los Angeles.
 Robert: Maaf, bagaimana tulisannya?
 Santi : Tulisannya L-O-S A-N-G-E-L-E-S.
 Robert: O, begitu. Saya berasal dari Toronto.
 Santi : Bagaimana (etc)

Dialogue B (Group Work)

Your instructor will model the dialogue for you. Then practice the dialogue with your classmates and switch roles.

Jacqueline : Bu Ketut mau ke mana?	Jacqueline: Where are you going?
Ketut : Jalan-jalan saja.	Ketut : Just taking a walk.
Jon : Kami mau membeli radio.	Jon : We are going to buy a radio.
Ketut : O, begitu.	Ketut : O, I see.

Dialogue C (Pair Work)


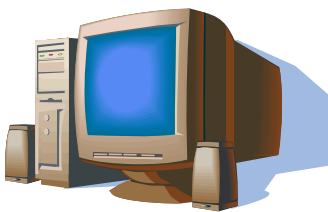



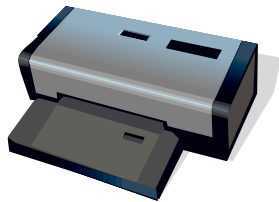

Your instructor will model the dialogue for you. Then practice the dialogue with your classmates and switch roles.

John and Jacqueline are at an electronic store.

Ja: Jon, ini apa? Apa ini?	Ja:Jon, What is this?
Jo: O, itu memory stick.	Jo:O, that's a memory stick.
Ja: Kalau itu? Apa itu?	Ja:How about that? What is that?
Jo: Itu radio.	Jo:That's a radio.

Exercise 7 (Class Work)

Take turns in asking your instructor the Indonesian name of each item below. For each picture, after one student asks what it is, the next student should ask the spelling. Write the name of each item on the blank spaces in the box. After all items are covered, the instructor will ask the same questions back to the students and the students will write each item's name on the board.

1. 	2. 	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p>
3. 	4. 	
5. 	6. 	
	7. 	

Exercise 8 (Pair Work)

Work in pairs. Talk to each other about the items in exercise 7. Use dialogue B and C above as a model. Be prepared when the instructor calls you to perform your conversation in front of the class.

Exercise 9 (Class Work)

Free conversation: react to statements and questions from your teacher. Correct your reaction according to your teacher's direction.

Note to the instructor:

Use the following statements/questions as a base for a free conversation with the students. Pay attention to body language and do not add unnecessary words.

1. Selamat pagi!
2. Mau ke mana?
3. Saya mau berbelanja.
4. Saya Jon.
5. Bagaimana tulisannya, nama Bapak tadi?
6. Bagaimana kabarnya?
7. Kami mau membeli komputer juga.
8. Kami mau ke mall. Bapak mau ke mana?
9. Bagaimana radionya?
10. Tulisannya B-U-R-H-A-N.

4. Cognates

You have probably been speaking in Indonesian without even realizing that some Indonesian words are built from other languages such as English and Dutch. Listen to the cognate rules and repeat the cognates after your instructor.

<i>c</i> in front of <i>u</i> and <i>o</i> becomes <i>k</i> :	
colonel	kolonel
cubic	kubik
<i>c</i> in front of <i>e</i> , <i>y</i> , and <i>i</i> becomes <i>s</i> :	
central	sentral
cylinder	silinder
circulation	sirkulasi
<i>cc</i> in front of <i>o</i> , <i>u</i> , and consonants becomes <i>k</i> :	
accommodation	akomodasi
acculturation	akulturasi
accumulation	akumulasi

4. Cognates (Continued)

<i>cc</i> in front of <i>e</i> and <i>i</i> becomes <i>ks</i> :		
	accent	aksen
	accessory	aksesori
	vaccine	vaksin
<i>au</i> is still <i>au</i> :		
	audiogram	audiogram
	hydraulic	hidraulik
<i>ae</i> is still <i>ae</i> :		
	aerobic	aerobik
	aerodynamics	aerodinamika
<i>cch</i> and <i>ch</i> in front of <i>a</i> , <i>o</i> , and consonants becomes <i>k</i> :		
	saccharin	sakarin
	charisma	karisma
	technique	teknik
<i>ch</i> with sound <i>s</i> or <i>sy</i> becomes <i>s</i> :		
	echelon	eselon
<i>ch</i> with sound <i>c</i> becomes <i>c</i> :		
	check	cek
<i>ea</i> is still <i>ea</i> :		
	idealist	idealis
<i>eo</i> is still <i>eo</i> :		
	stereo	stereo
	geometry	geometri
<i>eu</i> is still <i>eu</i> :		
	neutron	neutron
	eugenol	eugenol
<i>gh</i> becomes <i>g</i> :		
	sorghum	sorgum
<i>ie</i> is still <i>ie</i> if it does not sound <i>i</i> :		
	variety	varietas
	patient	pasien
<i>kh</i> (Arabic) is still <i>kh</i> :		
	khusus	khusus
	akhir	akhir
<i>oo</i> becomes <i>u</i> :		
	cartoon	kartun
	proof	pruf
<i>oo</i> (double vowels) is still <i>oo</i> :		
	zoology	zoologi
	coordination	koordinasi

4. Cognates (Continued)

<i>ou</i> become <i>u</i> if the pronunciation is <i>u</i> :	
coupon	kupon
contour	kontur
<i>ph</i> becomes <i>f</i> :	
phase	fase
hectograph	hektograf
<i>ps</i> is still <i>ps</i> :	
pseudo	pseudo
psychiatry	psikiatri
<i>q</i> becomes <i>k</i> :	
aquarium	akuarium
<i>rh</i> becomes <i>r</i> :	
rhapsody	rapsody
rhetoric	retorik
<i>sc</i> in front of <i>a, o, u</i> , consonants becomes <i>sk</i> :	
scandium	skandium
sclerosis	sklerosis
<i>sc</i> in front of <i>e, i</i> , and <i>y</i> becomes <i>s</i> :	
scintillation	sintilasi
scyphistoma	sifistoma
<i>t</i> in front of <i>i</i> becomes <i>s</i> :	
ratio	rasio
action	aksi
<i>th</i> becomes <i>t</i> :	
orthography	ortografi
orthopedic	ortopedik
<i>ui</i> is still <i>ui</i> :	
equinox	ekuinoqs
conduite	konduite
<i>uu</i> becomes <i>u</i> :	
prematuur	prematuur
<i>x</i> that is not in the beginning of the word becomes <i>ks</i> :	
taxi	taksi
latex	lateks
<i>xc</i> in front of <i>e</i> and <i>i</i> becomes <i>ks</i> :	
exception	eksepsi
excitation	eksitasi
<i>xc</i> in front of <i>a, o, u</i> , and consonants becomes <i>ksk</i> :	
excavation	ekskavasi
exclusive	eksklusif

4. Cognates (Continued)

<i>y</i> become <i>i</i> if the pronunciation is <i>i</i> :	
dynamo	dinamo
biology	biologi
<i>tion</i> becomes <i>si</i> :	
demonstration	demonstrasi
national	nasional

Exercise 10 (Pair Work)

Working with your partner, review the following cognates.

- | | |
|------------------|--------------|
| 1. aerogramme | aerogram |
| 2. chromosome | kromosom |
| 3. acclamation | aklamasi |
| 4. efficient | efisien |
| 5. quota | kuota |
| 6. frequency | frekuensi |
| 7. psychosomatic | psikosomatik |
| 8. method | metode |
| 9. executive | eksekutif |
| 10. evacuation | evakuasi |

Exercise 11 (Class Work)

Repeat after the instructor the following cognates, write them down and provide their English equivalents.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

5. Stress and Intonation

As you should realize by now, in Indonesian the heaviest stress falls on the last syllable of a word.

Exercise 12 (Class Work)

Review the pronunciation of the following words with your instructor.

selamat
pagi
Amerika
Indonesia
berasal
praktek
saya
komputer
membeli
radio
ibu

maaf
maksud
nama
tulisan
berasal
jalan-jalan
apa
bagaimana
dari
mana
tadi

sirkulasi
aklamasi
eksekutif
bagus
kromosom
evakuasi
tulisan
tulisannya
efisien
kami

1. Morphophonemic Process

1.1. Prefix *me-*

The verb “*membeli*” (see dialogue B in the introduction section) is produced by adding the prefix *me-* to a root word *beli*. The following are the changes that the prefix *me-* undergoes as it is being added to various root words:

Prefix *me-* changes to *meng-* when the root word begins with a vowel or letter *g*, *h*, *k*.

Prefix *me-* changes to *mem-* when the root word begins with letter *b*, *f*, or *p*.

Prefix *me-* changes to *men-* when the root word begins with letter *c*, *d*, *j*, *sy*, *t*, *z*.

When it comes to combining the prefix *me-*, omit the initial letter *k*, *p*, *s* and *t*.

<i>Prefix</i>	<i>Initial letter</i>	<i>Root Word</i>	<i>Derived Word</i>
me-	l	lempar	melempar
	m	masak	memasak
	n	nonton	menonton
	r	ramu	meramu
	w	wawancara	mewawancara
	y	yakin	meyakini
mem-	b	besar	membesar
	f	fitnah	memfitnah
	p	pacul	memacul
	v	vulkanisir	memvulkanisir
men-	c	cari	mencari
	d	daftar	mendaftar
	j	jadi	menjadi
	t	tukar	menukar
meng-	a	antar	mengantar
	e	elak	mengelak
	i	inap	menginap
	o	olah	mengolah
	u	ukur	mengukur
	g	giling	menggiling
	h	hela	menghela
	k	kubur	mengubur
menge-	1 syllable	pak	mengepak
		ja	mengeja
meny-	s	sisir	menyisir

Prefix *me-* is used to form a verb by adding it to a root word. The root word can be a verb already such as *beli*, an adjective such as *besar* (big), or a noun such as *sisir* (comb). The verb produced from this process will have specific meanings relating to the root words, which will be discussed later in the manual. Other than the fact that knowing the root word is very important semantically, many standard Indonesian dictionaries use them as their entries. The word *menyisir* for instance, will be found in the category of “S” somewhere under the entry of “*sisir*”. Check your dictionary.

1.2. Prefix *ber-*

The verb *berasal* (see dialogue A in the introduction section) is created by adding the prefix *ber-* to the root word *asal*. The ending of the prefix *ber-* does not change except in the following cases:

- Prefix *ber-* changes to *be-* when the word begins with a letter *r* or when the first syllable ends with letter *r*.
For example: *ber* + *renang* = *berenang*
ber + *kerja* = *bekerja*
ber + *serta* = *beserta*
- The letter *r* in the prefix *ber-* is not omitted for these words: *karya*, *kurban*, *percaya* and *cermin*.
For example: *ber* + *karya* is not written *bekarya* but *berkarya*.
ber + *cermin* is not written *becermin* but *bercermin*.
- Prefix *ber-* changes to *bel-* when combined with *ajar*.
For example: *ber* + *ajar* = *belajar*

Exercise 1 (Class Work)

Add the prefix *me-* to the following root words.

1. ganti _____
2. hukum _____
3. eja _____
4. intai _____
5. obral _____
6. uji _____
7. kantuk _____
8. kapur _____
9. obrol _____
10. urus _____
11. injak _____

Exercise 1 (Class Work) (Continued)

- 12. kejar _____
- 13. kepong _____
- 14. tulis _____
- 15. tembak _____
- 16. tutup _____
- 17. jual _____
- 18. cari _____
- 19. cuci _____
- 20. didik _____

Exercise 2 (Class Work)

Scan the following sentences. Find and underline the *me-* words. Then write down the root of each word next to the statements.

- 1. Kita mengepung mereka tetapi mereka dapat lolos. _____
- 2. Saudara harus mengganti baju saudara. _____
- 3. Mereka menggali beberapa sumur tembak. _____
- 4. Kita sedang mengatur barang-barang ini. _____
- 5. Siaran radio itu mengudara tiap minggu sekali. _____

Exercise 3 (Class Work)

Find the root words of the following verbs.

1. bergigi
2. bersepatu
3. belajar
4. berselancar
5. bersatu
6. berkuda
7. berjanji
8. berenang

Exercise 4 (Pair Work)

Working with your partner, add the prefix *ber-* to the following root words.

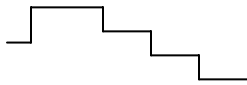
1. main
2. rantai
3. karya
4. kerja
5. sepeda
6. bahasa
7. makna
8. serta
9. cermin
10. rasa

2. Demonstrative Pronouns: *ini* and *itu*

'*ini*' refers to an object (objects) near the speaker/writer.

'*itu*' refers to a distant object (objects).

Go back to Dialogue C in the introduction section and see how *ini* and *itu* sentences can be reversed. Pay attention to intonation when you reverse a sentence.



Ini komputer.

Komputer ini.

Itu kamera.

Kamera itu.

3. Statements of equivalence *adalah* and *ialah*

Adalah and *ialah* occur optionally between the subject and predicate in a non-verbal sentence. The two forms are interchangeable except "*ialah*", which only occurs after third person subjects. They are readily used by speakers, not obligatory and are least likely to occur in short constructions such as '*Saya siswa bahasa*' '*I am a language student*'.

Example: *Ini (adalah) pintu.*

Itu (adalah) kamus.

Ini (adalah) buku-buku bahasa Indonesia.

This is the door.

That is a dictionary.

These are Indonesian language books.

Exercise 5 (Group Work)

Start by working in groups of four. Scan the example and practice the following drill. Using your new vocabulary, practice making sentences with everything you see around the classroom. Each student chooses 10 different things. Pay attention to the distance of everything you choose. Each student makes 10 different sentences. The instructor will then call on each group to share 5 of their sentences.

Example: *Ini (adalah) buku.*

This is a book.

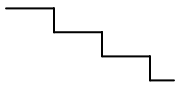
Itu (adalah) papan tulis.

That is a writing board.

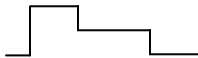


4. Question word "apa"

Pay attention to the intonation of the following questions using "apa".



Apa ini? (What is this?)
Apa itu? (What is that?)



Ini apa? (What is this?)
Itu apa? (What is that?)

Exercise 6 (Pair Work)

Your instructor will show different objects or pictures of objects. Ask your instructor what he or she would name them in Indonesian.

Address your teacher properly according to his/her gender. The words *Bu* (Ma'am) and *Pak* (Sir) should be used in addressing someone in a formal setting (see Dialogue A above).

Listen to your instructor's answers, and then write them down. If you are not sure, ask the spelling of the words. Do not worry about memorizing them.

Note to the instructor

The instructor should alternate in positioning the card further and closer to the student to generate balanced production of *ini* and *itu*. The instructor can also "change gender" by using different name tags in order to have a balanced production of *Bu* and *Pak*.

- | | |
|--------------|-----------|
| 1. Itu meja. | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

Nouns

maaf	apology
maksud	intention
nama	name
pagi	morning
tulisan	writing

Verbs

berasal	to originate
jalan-jalan	to take a stroll
mau	auxiliary verb denoting future action
membeli	to buy

Adjectives

begitu	like that
selamat	safe (lit.), combined with times of the day it forms greetings

Others

apa	what
bagaimana	what
Bu	female formal title
dari	from
ibu	mother
kami	we, excluding the person you talk to
ke	to
mana	"ke mana" is used to ask about destination
-nya	added to a noun it makes the noun definite
saya	I
tadi	previously, in the near past

Supplementary vocabulary

Nouns

anak	child, offspring
arloji, jam tangan	watch
asal	origin
bahasa	language
bangku	bench, seat
bara	hot coal
botol	bottle

Supplementary Vocabulary (Continued)

buku	book
dinding	wall
gelas	glass
guru	teacher
istirahat	rest, break
jam dinding	clock
jendela	window
kabar	news
kamar	room
kamus	dictionary
kapal	ship, boat
kapur	chalk
kata	word
kelas	class, classroom
kerang	shellfish
kertas	paper
kopi	coffee
koran, surat kabar	newspaper
kunci	key
kursi	chair
laci	drawer
lampu	lamp
lemari	cupboard, cabinet
Lonceng	bell
meja	table
obat	drug, medicine
obeng	screw driver
ongkos	cost; expense; charge
pantai	beach; coast
papan tulis	writing board
pena	pen
penghapus	eraser
pensil	pencil
pintu	door, gate
pola	pattern
rak	shelf
rumah	house
sidang	session; meeting
siswa	student
susu	milk
taman	garden

Supplementary Vocabulary (Continued)

tenda	tent
tepi	side; edge
udang	shrimp; prawn

Verbs

baca	to read
dikte	to dictate
eja	to spell
hapus	to erase, to wipe
ingin	to want; to wish
muntah	to vomit
tulis	to write
ulang	to repeat

Adjectives

asing	strange, foreign
baik	good
batal	cancelled
bodoh	stupid, foolish
kotor	dirty
kurang	not enough
mentah	crude, raw
terang	clear; bright

Others

atau	or
besok	tomorrow
boleh	may, to be permitted
dan	and
depan	front
empat	four
enam	six
ibu	mother
ini	this, these
itu	that, those
orang	person, man
petang, sore	afternoon



Indonesia is an archipelago country that is inhabited by a vast variety of ethnic groups with their own ethnic/regional languages or “*bahasa daerah*.” There are at least 706 ethnic languages altogether (including dialects), many of them are still spoken together with *Bahasa Indonesia*, the national language. The development of Indonesian (*Bahasa Indonesia*) itself as a national language did not happen rapidly; it took centuries.

Bahasa Indonesia is rooted in a variety Malay language called “*Melayu Pasar*”, which was a *lingua franca* among the highly diverse people of the archipelago. The first written evidence of this Malay language in Indonesia was found in the form of an ancient inscription that is believed to have originated in the year 683 in *Kadukan Bukit, Sumatra*, in the beginning of the *Sriwijaya* era. *Sriwijaya* was a maritime kingdom that had a large fleet for doing their business in trading throughout the region, thus at the same time, introducing this *lingua franca* of “*Melayu Pasar*.”

During the 16th century, the Dutch arrived and expanded their colonial rule in Indonesia. The Dutch continued this rule for 350 years. Still under the Dutch colonial rule, in the first quarter of the 20th century a youth association led by young Soekarno and Hatta (who later became respectively the first President and Vice President of the independent Republic of Indonesia) decided it was important to have one common national language that would bond all the regions of The Dutch East Indies into one nation, Indonesia.

On October 28th, 1928, the national youth conference pronounced their pledge called “*Sumpah Pemuda*” (Youth Pledge). *Sumpah Pemuda* is the first public declaration of the unity: “the Indonesian people have only one land; Indonesia, one nationality; Indonesian, and one language; *Bahasa Indonesia*.” The national conference itself was the first to use Indonesian (or Malay) as a medium of communication instead of Dutch.

Bahasa Indonesia has been having a great expansion mainly through the adaptation of foreign elements such as English and Arabic, and in its early formation from Dutch and Sanskrit. Indonesian also incorporates words and expressions borrowed from local ethnic

languages. This common language plays a role as a culture maintainer and unifier, and occupies an important role in the internal politics of the Republic of Indonesia and its relationships in South East Asia.

Standardized Language

The style of standardized language in the world is dynamic and charismatic, especially because it has long been used among the ranks of the highly educated. The situation is a bit different in Indonesia, because of the long colonial period and its subsequent revolutionary period. Many government personnel and prominent figures in Indonesia above the age 60 did not receive formal education in universities and similar institutions. The process of standardization is still ongoing. Often Indonesians can experience “fads” influenced by prominent societal figures, which deludes the requirement for standardized fluency and proficiency. Although a high degree of fluency is greatly respected, it is not a prerequisite to conduct everyday business throughout all levels of Indonesian society.

Indonesian and local ethnic languages and cultures

Indonesian is used in the education system, art and literature, government and business offices, mass media as well as in day to day interaction. Local ethnic languages are also used among people with similar ethnic background. Sometimes we can see local orthography written under Indonesian orthography in street signs. Many ethnic groups strive to make their art and literature known to all people of Indonesia by translating them. On the other hand, in the effort of creating a national culture, the government has been incorporating local arts, literatures and cultural artifacts. A Javanese ballet-opera shown on the government owned national television network for instance would be sung in Javanese with Indonesian subtitles. As it is mentioned previously, many words from local ethnic languages are also incorporated into the main corpus of *Bahasa Indonesia*.

Indonesian and Malaysian

Although the national languages of Indonesia and Malaysia are both based on the same language known as Malay, the languages have diverged and are developing in somewhat different directions. Many traditional Malay words are falling out of use in Indonesia and are being replaced or supplemented by new words borrowed from Javanese and English, among other sources.

The structures and grammar remain common to both languages, so the differences lie more in the vocabulary. Unfortunately, these differences in the vocabulary include many of the most commonly used words. In most cases, *Bahasa Indonesia* in Malaysia will be well-understood.

The following are some of the most prominent differences between modern *Bahasa Malaysia* and *Bahasa Indonesia*.

Indonesian	Malaysian	English
<i>daging sapi</i>	<i>daging lembu</i>	beef
<i>mobil</i>	<i>kereta</i>	car
<i>kota</i>	<i>bandar</i>	city
<i>dingin</i>	<i>sejuk</i>	cold (adjective)
<i>lucu</i>	<i>manis</i>	cute (of baby)
<i>mengundang</i>	<i>menjemput</i>	to invite
<i>Bapak</i>	<i>Tuan</i>	Mr.
<i>Ibu</i>	<i>Puan</i>	Mrs.
<i>kantor</i>	<i>pejabat</i>	office
<i>bensin</i>	<i>petrol</i>	petrol
<i>kembali</i>	<i>balik</i>	to return
<i>kamar</i>	<i>bilik</i>	room
<i>sepatu</i>	<i>kasut</i>	shoes
<i>toko</i>	<i>kedai</i>	shop
<i>sebentar</i>	<i>sekejap</i>	soon
<i>pegawai</i>	<i>kakitangan</i>	staff
<i>Hari Minggu</i>	<i>Hari Ahad</i>	Sunday
<i>WC, kamar kecil</i>	<i>tandas</i>	toilet

Below are the Indonesian meanings of some of the above Malaysian words:

Indonesian	English
<i>kereta</i>	train
<i>sejuk</i>	cool
<i>pejabat</i>	official (someone holding a government high ranking post)
<i>Kakitangan</i>	accomplice (derogatory, as in a crime)
<i>menjemput</i>	to pick up

Activity 1 (Pair Work)

Listen to your instructor read the following words and write them down. Then choose 10 words at a time to spell to each other. Correct each others' spelling.

1.	18.	35.
2.	19.	36.
3.	20.	37.
4.	21.	38.
5.	22.	39.
6.	23.	40.
7.	24.	41.
8.	25.	42.
9.	26.	43.
10.	27.	44.
11.	28.	45.
12.	29.	46.
13.	30.	47.
14.	31.	48.
15.	32.	49.
16.	33.	50.
17.	34.	

Activity 2 (Pair Work)

Each of you chooses one of the pictures below to read and spell to each other. Try to form a short phrase with each word after you spell it.



susu



cangkir



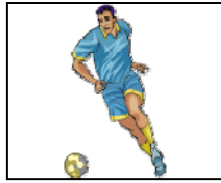
buku



uang



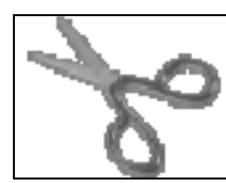
kupu-kupu



sepak bola



topeng



gunting

Activity 3 (Group Work)

Let us play a game.

Step 1. Divide the class into groups of two, and pick an Indonesian name for the group.

Step 2. Listen to your instructor pronounce two words at a time.

Step 3. Each time, write the order of the words based on the list below (either a–b or b-a)

Step 4. Compare notes in your group and decide the right order.

Step 5. Your instructor will ask each group to say their answer, and then after all groups are done the instructor will say the right order

Step 6. A right answer will get a score of 1 and a wrong answer -1. The team with the most points wins (*menang*).

1. a. bulau
b. pulau

2. a. gaji
b. kaji

3. a. pantai
b. bantai

4. a. bilah
b. pilah

5. a. kaum
b. gaum

6. a. empat
b. embat

7. a. babu
b. pabu

8. a. kita
b. gita

9. a. sapu
b. sabu

10. a. pakar
b. bakar

11. a. gerah
b. kerah

12. a. belagu
b. belaku

13. a. babi
b. papi

14. a. babi
b. papi

15. a. giri
b. kiri

Activity 4 (Pair Work)

Working with a partner, use the dictionary to look up 5 words at random. Read them to the class and give their meaning when the instructor calls on you. The instructor will give feedback as to whether each student pronounced the words correctly and whether the meaning is correct.

Activity 5 (Pair Work)

Listen to your instructor pronounce a number of cognates. Write them down along with their English equivalent. Compare your results with your partner's list.

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

Activity 6 (Group Work)

Divide the class into five groups. Your group will compete against other groups. Construct four complete sentences using the sentence fragments below. The group which has the sentences with the most words will win. Read your completed sentences to the class. Find the meaning.

1. _____
2. _____
3. _____
4. _____

saya	Bapak	itu	membeli	mencari	TV	radio	disket	tulisan
menjual	Ibu	direktur	polisi	mengambil	menyimpan			
pistol	telegram	mau	bagaimana	ini	mengevakuasi			
	melihat							

Activity 7 (Pair Work)

Work together to add the prefix *me-* to the underlined words. Apply the appropriate rule. Report back to the class.

1. Ani bantu ibu. _____
2. Susi tari Pendet. _____
3. Kakak tanam pohon. _____
4. Bibi masak kue _____
5. Anda ukur jalan itu. _____

Activity 1 (Group Work)

Your instructor will divide the class into 2 groups, and then read some letters that have been scrambled randomly for you to put into the right order to build five complete words out of each of the sequences read. Your instructor will call on each group to read them aloud as he/she writes the answers on the board to determine which group has written the most correctly.

1. _____
2. _____
3. _____
4. _____
5. _____

Activity 2 (Pair Work)

Look at the pictures below. Determine which of the three sentences below each picture is the correct description about the picture. Read the sentences you have chosen to each other and compare notes.



- | |
|---------------------------|
| a. Ini seorang programer. |
| b. Ini seorang polisi. |
| c. Ini seorang koki. |



- | |
|--------------------------|
| a. Dia seorang dokter. |
| b. Dia seorang insinyur. |
| c. Dia seorang bankir. |



- | |
|----------------------|
| a. Dia membeli bir. |
| b. Dia bermain bola. |
| c. Dia bermain musik |

Activity 3 (Pair Work)

The syllabification in each row below is incorrect. Work with your partner to find the correct syllables and write them in every row of this puzzle.

isti	ra	hat				
la	n	tai				
be	ra	pa				

Activity 4 (Pair Work)

Listen to the following root words from your instructor and write them down in the space below. Then, choose a partner and compare your words by reading them aloud to each other.

1.	9.
2.	10.
3.	11.
4.	12.
5.	13.
6.	14.
7.	15.
8.	16.

Activity 5 (Pair Work)

Now listen again to your instructor as he/she reads the same words from Activity 4. Add the prefix *me-* to the root words in the spaces below. Read them aloud to make sure you have the right pronunciation. Compare your pronunciation with your partner's. The instructor will call on each of you to pronounce one word to the rest of the class.

1.	9.
2.	10.
3.	11.
4.	12.
5.	13.
6.	14.
7.	15.
8.	16.

Activity 6 (Class Work)

Let us play a game.

Step 1. Your instructor will read you one word at a time.

Step 2. Listen carefully and then write it down.

Step 3. Your instructor will check whether your writing is correct. 1 point for a correct spelling and -1 for a wrong spelling will be given

Step 4. Your instructor will order you to find the meaning of the word from the dictionary. Whoever shouts the right meaning out loud first will get a bonus point of 1. Use the following form to work on your words.

Words	Root words	Words	Root words
1.		2.	
3.		4.	
5.		6.	
7.		8.	
9.		10.	
11.		12.	
13.		14.	
15.		16.	
17.		18.	
19.		20.	

Activity 7 (Group Work)

Work in groups of 2 or 3 students. Your instructor will read the following cognates to you. Write down their English equivalents. Read your answers alternately with your partner. Discuss your difficulties with your instructor.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Activity 8 (Group Work)

The following words will be new to you. Listen to your instructor pronounce them as you write down the appropriate missing letter to make the correct words. Read your answers to the rest of your group and compare notes. The whole class will discuss with the instructor the word(s) that were missed.

1. ____rloji	11. __anguku
2. Ba____asa	12. Boto____
3. ____uku	13. Sam____ah
4. Ka____ar	14. ____oran
5. G____las	15. Le____ari
6. ____enda	16. ____ena
7. ____eja	17. ____bat
8. Pensi____	18. Depa____
9. ____istirahat	19. ____umah
10. ____epatu	20. ____ereja

Activity 1



(Track 1) Listen to the following words and pronounce them one word at a time. Then listen to them again and evaluate your own pronunciation.

1. anak	2. kantor
3. asing	4. tidur
5. belajar	6. balon
7. meja	8. kursi
9. lemari	10. laci
11. bangku	12. penghapus
13. guru	14. buku
15. teman	16. taman
17. apel	18. apél
19. kota	20. kata
21. batal	22. botol
23. tanda	24. tenda
25. pantai	26. lantai
27. nyonya	28. nona
29. nyanyi	30. sama
31. sana	32. bekerja
33. belajar	34. mengajar
35. bernyanyi	36. duduk
37. walau	38. mau
39. ingin	40. keinginan
41. aman	42. keamanan
43. baik	44. kebaikan
45. buruk	46. keburukan
47. istirahat	48. beristirahat
49. tulis	50. menulis

Activity 2

Put the statement of equivalence '*adalah*' in the following sentences:

1. Itu pintu kamar. _____
2. Ini pensil. _____
3. Itu meja dan kursi. _____
4. Ini papan tulis. _____
5. Itu guru bahasa. _____

Activity 2 (Continued)

6. Ini meja tulis. _____
7. Meja ini meja tulis. _____
8. Botol itu botol minum. _____
9. Itu kursi. _____
10. Ini kapur tulis dan penghapus. _____

Activity 3

The sentences below contain numerous cognates. Read the Indonesian sentences on the left and put the cognates with their English equivalents on the right.

1. Setiap pagi ibu saya senam aerobik.	
2. Pamanku berpangkat kolonel.	
3. Kolesterol dapat menghambat sirkulasi darah.	
4. Semua kegiatan berada dibawah koordinasi pimpinan.	
5. Ikan mas sangat bagus di akuarium.	
6. Semalam pencuri itu melakukan aksinya.	
7. Bahasa Indonesia adalah bahasa nasional kami.	
8. Saya belajar di sekolah teknik.	
9. Jakarta adalah tempat pemerintahan sentral.	
10. Monumen itu tempat orang berakumulasi.	

Activity 4

Read the following short conversation and find the root words of the underlined words.



“Sedang apa, Bu?” Ani bertanya.
“Ibu sedang membuat kue”, Ibu menjawab.
“Kue apa ini?” Ani bertanya lagi.
“Ini kue bolu”, Ibu berkata.
“Ibu membuat kue ini khusus untuk kamu!”
“Wah, terima kasih!”

Activity 5

Separate the following words into syllables.

- | | |
|--------------|-----|
| 1. Jakarta | 1. |
| 2. nasional | 2. |
| 3. adalah | 3. |
| 4. baca | 4. |
| 5. membaca | 5. |
| 6. tulis | 6. |
| 7. menulis | 7. |
| 8. pembukaan | 8. |
| 9. pantai | 9. |
| 10. maukah | 10. |

Activity 6

Find at least ten cognates in the dictionary. Bring them to class and discuss their spelling and meaning with your instructor and the rest of the class. Determine if there are any false cognates among them.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Activity 7

- a. Go to any of the following Indonesian websites and scan them:

www.kompas.com
<http://www.tni.mil.id/>
<http://www.tni-au.mil.id/index.asp>
www.tempointeraktif.com
<http://go.to/koalisip>
<http://www.ombudsman.or.id>

- b. Do not hesitate to go to different sections of the websites.
c. Collect a minimum of:
-12 cognates
-12 verbs that contain the prefix *me-* and *ber-*
d. Find the meaning of each word in the dictionary.
e. Report to class the next day. Spell each word that you have found. Your oral report could be like this:

Televisi. Tulisannya t-e-l-e-v-i-s-i.

- f. Discuss the spellings and meanings of your findings with your instructor. Determine if there are any false cognates among them.