

SOLT I Indonesian Module 6 Lesson 7

Student Manual



<http://indoforce.tripod.com>

Culture and Protocol

By the end of the lesson, you will be able to engage in conversation related to culture and protocol in Indonesia. Below is the complete outline.

Discuss Customs in Indonesia

- Discuss do's and don'ts for SOF soldiers
- Discuss important aspects of the Indonesian culture
- Discuss culturally related festivities
- Engage in cultural activities
- Talk about famous people from Indonesia
- Talk about appropriate subjects for formal and informal events
- Select social activities in the newspaper
- Compare Indonesian customs to US customs
- Discuss military customs and etiquette

TIP OF THE DAY

The cultural influence of the feudalistic past is still very strong in Indonesia. People from higher ranks or status are usually more respected and are treated differently.

Discuss Customs in Indonesia

Exercise 1 (Pair Work)

Your instructor will model the following conversation for you. Then, working with your partner, practice the conversation and take turns. Continue the exercise by answering the questions below. Share your answers with the rest of the class.

- Smith: Halo Agung, apa kabar?
Agung: Smith! Aku baik-baik saja. Bagaimana Amerika?
Smith: Biasa saja.
Agung: Kapan kamu sampai di Indonesia?
Smith: Tiga hari yang lalu. Agung, aku ingin bertanya tentang masalah kebudayaan di Indonesia, terutama di kalangan militer dan pemerintahan.
Agung: Di Indonesia, orang yang berada di militer dan pemerintahan biasanya lebih dihormati. Mereka dianggap mempunyai derajat yang lebih tinggi.
Smith: Mengapa bisa begitu?
Agung: Karena Indonesia pada jaman dahulu terdiri dari banyak kerajaan, dan feodalisme sangat berpengaruh dalam kehidupan masyarakat sehari-hari. Orang yang berada di pemerintahan dianggap sebagai raja atau bangsawan dan orang yang bekerja di militer dianggap sebagai ksatria yang melindungi sang raja, negara, dan rakyat.
Smith: Menarik sekali.
Agung: Oleh karena itu, setiap kali ada acara pemerintahan ataupun militer pasti acara itu resmi sekali dan harus ada protokol yang harus diikuti.
Smith: Contohnya seperti apa?
Agung: Contohnya pertemuan dengan gubernur. Semua harus dipersiapkan. Sang gubernur mendapat kursi yang paling bagus dan makanan yang enak. Semua harus melapor dan berbaik-baik dengan gubernur.
Smith: Apa maksudnya dengan berbaik-baik?
Agung: Contohnya, pada saat ada laporan kepada sang gubernur tentang suatu proyek, para bawahan atau karyawan hanya melaporkan yang baik-baik saja. Jarang sekali mereka melaporkan yang jelek-jelek atau hambatan yang mereka temui.

Exercise 1 (Pair Work) (Continued)

Questions:

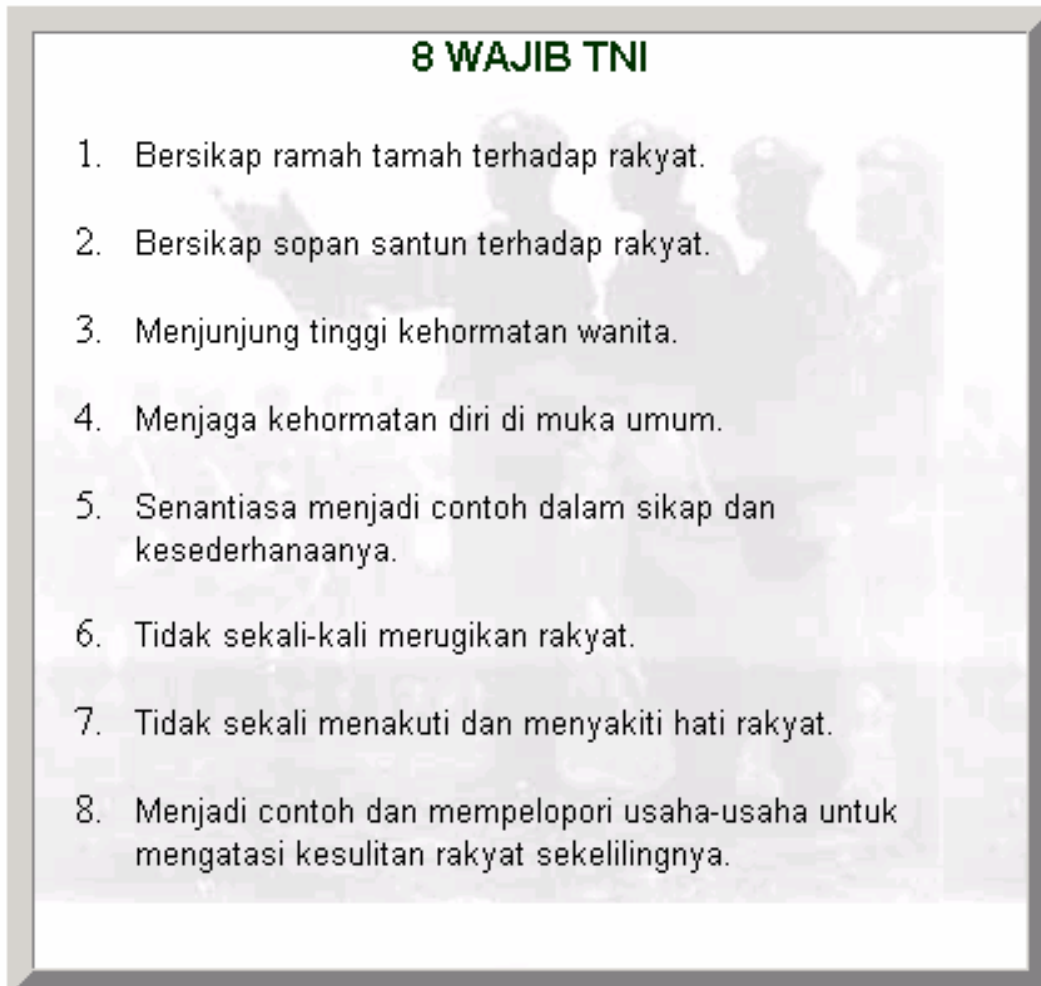
1. Kapan Smith sampai di Indonesia?

2. Bagaimana derajat orang yang bekerja di militer dan pemerintahan di Indonesia?

3. Apa maksudnya "berbaik-baik" itu?

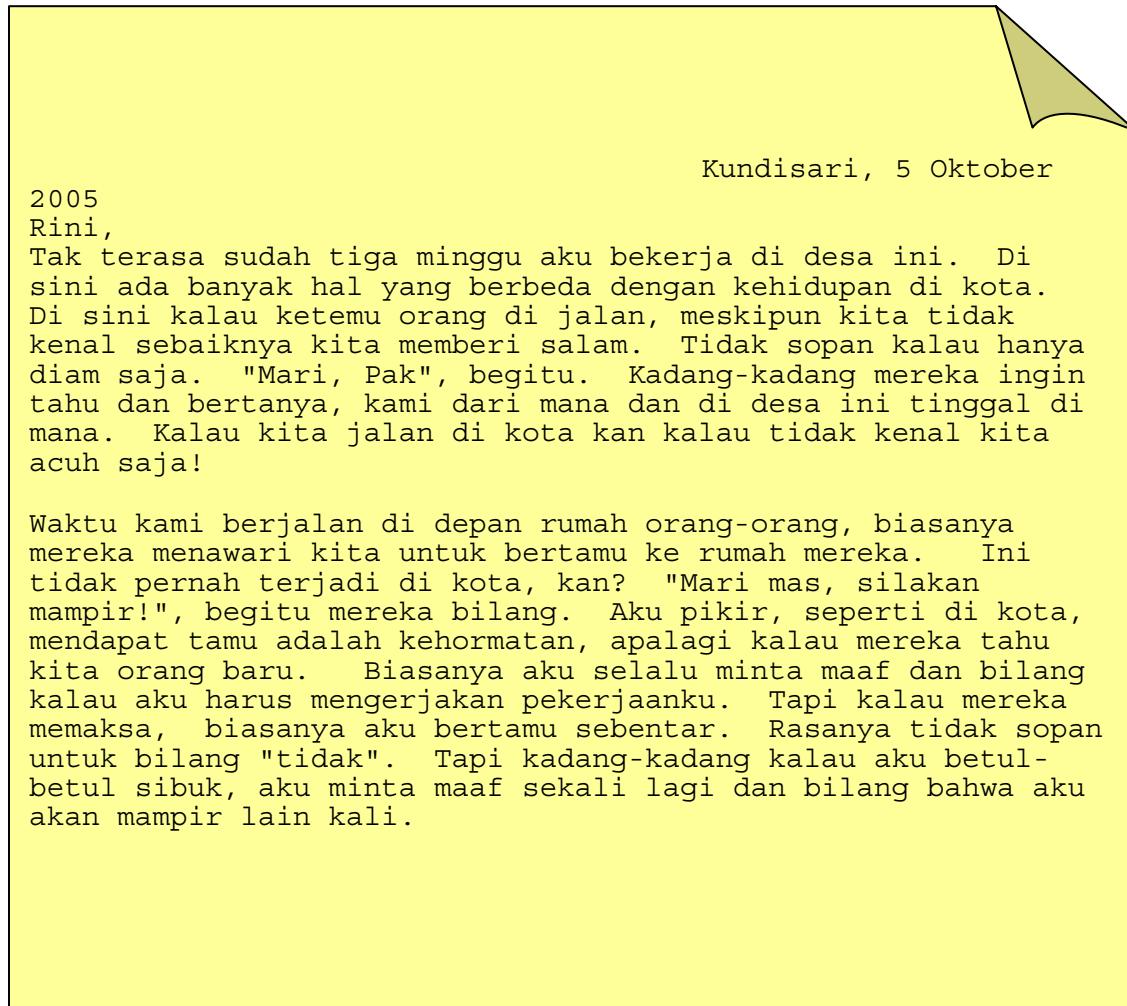
Exercise 2 (Group Work)

Working with your group, render the meanings of the following eight duties of the members of the TNI. A class discussion will follow.



Exercise 3 (Pair Work)

A. The following is an excerpt from a personal letter. The letter was written by a person from the city who was working in a remote village. Working in pairs, discuss the differences and similarities between life in the city and in the rural area that the person experienced. Share your findings with the rest of the class. Use the vocabulary list when necessary.



Kundisari, 5 Oktober

2005
Rini,
Tak terasa sudah tiga minggu aku bekerja di desa ini. Di sini ada banyak hal yang berbeda dengan kehidupan di kota. Di sini kalau ketemu orang di jalan, meskipun kita tidak kenal sebaiknya kita memberi salam. Tidak sopan kalau hanya diam saja. "Mari, Pak", begitu. Kadang-kadang mereka ingin tahu dan bertanya, kami dari mana dan di desa ini tinggal di mana. Kalau kita jalan di kota kan kalau tidak kenal kita acuh saja!

Waktu kami berjalan di depan rumah orang-orang, biasanya mereka menawari kita untuk bertamu ke rumah mereka. Ini tidak pernah terjadi di kota, kan? "Mari mas, silakan mampir!", begitu mereka bilang. Aku pikir, seperti di kota, mendapat tamu adalah kehormatan, apalagi kalau mereka tahu kita orang baru. Biasanya aku selalu minta maaf dan bilang kalau aku harus mengerjakan pekerjaanku. Tapi kalau mereka memaksa, biasanya aku bertamu sebentar. Rasanya tidak sopan untuk bilang "tidak". Tapi kadang-kadang kalau aku betul-betul sibuk, aku minta maaf sekali lagi dan bilang bahwa aku akan mampir lain kali.

Exercise 3 (Pair Work) (Continued)

B. Pair Work. Using the reading above as a base, practice the situation depicted in the letter with your partner. One of you plays the role of a person who just moved to a village, and the other plays the role of a villager. Switch roles and be ready to perform your conversation in front of the class.

Exercise 4 (Pair Work)

Read the following conversation and answer the questions. Then compare your answers with your partner. Afterwards, practice the conversation with your partner.

Andy: Siti, kebudayaan apakah yang paling menonjol di Indonesia?

Siti: Menurutku, kebudayaan yang paling terlihat jelas di Indonesia adalah derajat pria dan wanita yang cukup jauh berbeda. Wanita dianggap derajatnya lebih rendah daripada pria.

Andy: Benarkah? Tolong berikan contoh!

Siti: Kamu mau contoh? Baiklah, jika kamu pergi ke sebuah pesta di daerah Jawa kamu akan melihat bahwa para pria akan makan terlebih dahulu daripada wanita.

Andy: Benarkah? Mengapa demikian?

Siti: Karena sudah menjadi kebudayaan pria akan mendapat semua hal terlebih dahulu untuk makan.

Andy: Hmmm. Cukup aneh.

Siti: Kamu juga lihat jika ada pasangan suami istri yang berjalan bersamaan. Sang suami akan berjalan di depan sedangkan sang istri akan berjalan di belakangnya.

Questions:

1. Apakah kebudayaan yang menonjol di Indonesia?

2. Berikan contohnya!

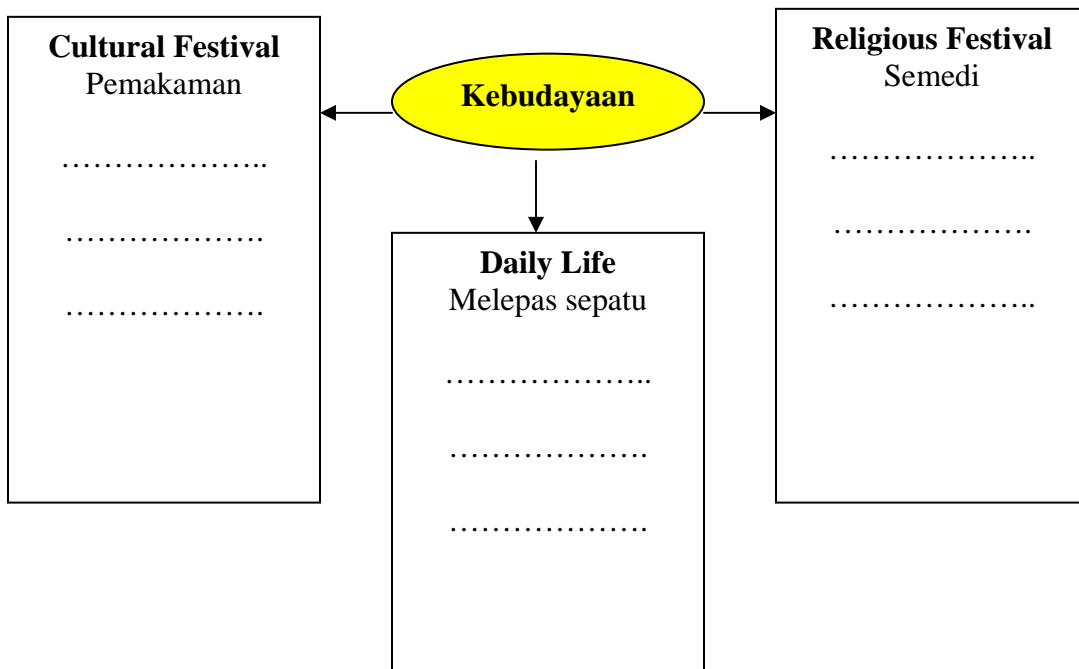
3. Apakah kebudayaan itu juga ada di Amerika?

4. Berika contohnya!

Exercise 5 (Group Work)

Divide the class into four groups. Each group will add three more words in each category from the list provided below.

- | | | | | |
|----------------|---------------------------|---------|------------|--------|
| Melepas sepatu | Sesaji | Sunatan | Membungkuk | Ngaben |
| Labuhan | Doa | Pura | Kebaya | |
| Mengucap salam | Tidak memakai tangan kiri | | | |



Exercise 6 (Pair Work)



duduk bersila

In the following conversation, Ronald is and Suwarti is talking about the proper customs when one is invited to a community meeting. Working with your partner, find out what the customs are and share them with the rest of the class. And then, practice the conversation and switch roles.

- Ronald : Mbak Suwarti, ini pertama kali saya diundang ke acara di rumah orang di sini.
Suwarti : Acara apa ya?
Ronald : Itu, ada pertemuan kelompok tani di rumah Bu Bini besok siang.
Suwarti : Oh, itu saya akan datang juga. Biasanya kita duduk di bawah pakai tikar.
Ronald : Oh ya? Lalu saya harus bagaimana ya?
Suwarti : Ya kalau begitu sepatu atau sandal harus dilepas sebelum masuk rumah.
Ronald : Apa saya harus duduk bersila?
Suwarti : Ya tentu saja. Tidak sopan kalau memperlihatkan telapak kaki. Kaki harus dilipat. Kami yang perempuan biasanya bersimpuh.
Ronald : Pakaiannya bagaimana?
Suwarti : Pokoknya jangan pakai celana pendek, dan kalau bisa jangan pakai baju kaos. Pakai kemeja, biar sopan.
Ronald : Saya dengar ada makanan dan minuman juga ya?
Suwarti : Itu biasa. Kalau di Indonesia, kita wajib memberi tamu kita makanan dan minuman.
Ronald : Wah, enak ya kalau begitu.
Suwarti : Oh ya, jangan lupa untuk mempersilahkan yang di kanan dan yang di kirinya kalau akan mulai makan.
Ronald : Bagaimana kalau seandainya saya tidak suka makanannya ya?
Suwarti : Wah, tidak sopan kalau menolak makanan. Dimakan saja sedikit.
Ronald : Terimakasih atas informasinya ya? Sampai besok

Exercise 7 (Pair Work)

A. Class Work. Listen to your instructor reading about different famous people from Indonesia. Based on your listening, match the pictures of the famous Indonesian people with their fields of work. Discuss your answer with the rest of the class.



musik

olahraga



politik



militer

bisnis



agama

TIP OF THE DAY

Among the Batak ethnic group originally from the northwestern part of the island of Sumatra, the most popular greeting is "**Horas!**" It is difficult to determine a direct translation of the greeting, since it means among others: how are you, wishing a good health, an introductory word, good morning/afternoon/evening. welcome and also goodbye. Even though this strong greeting is originally from the Tapanuli Batak, "**Horas!**" is so well known and widely used among other Batak groups too.

Exercise 8 (Group Work)

Form groups of four. Each group will do the following exercise. Below is a list of subjects. Decide which subjects are appropriate for formal and informal events by filling the table below. A class discussion will follow.

	informal	formal		informal	formal
Film			Liburan		
Cuaca			Pemilihan Umum		
Bintang Film			Pacar		
Politik			Ekonomi		
Undang-undang			Pencarian Dana		
Agama			Berita TV		

Exercise 9 (Pair Work)

Read the following passages about social activities, and then write in the space provided the types of social activities that are being described.

Telah dipanggil ke Rumah Bapa di Surga dengan damai dan tenang pada hari Kamis, tanggal 27 November 2003, pukul. 23.15 WIB di Rumah Sakit Medistra, Suami, Ayah, Kakek, Saudara kami tercinta: Ir. DJUNED DJOHARI Dalam Usia 75 th	1.....
UPACARA WISUDA MAGISTER – SARJANA – AHLI MADYA PERIODE II TAHUN 2003 Akan dilaksanakan pada: Sabtu, 15 Nopember 2003 di Ballroom Shangrila-La Hotel Jl. May. Jend. Sungkono 120 Surabaya	2.....
Akan Menikah: Veronica Yunita Dian Anggraini (BAA) dengan Emmanuel R. Niko Karismantoko Dilaksanakan tanggal 04 Agustus 2003	3.....
Pada tanggal 10 Februari 2001 telah lahir Cornelius Carmel Bernardi, anak ketiga Adrian Bernardi dan Kelliana. Selamat atas kedatangan anggota keluarga baru.	4.....

Exercise 10 (Pair Work)

Below is a list of Indonesia and American customs. Write A in the space provided if it is an American custom and I if it is an Indonesian custom.

Makan dengan tangan kanan		Membuat janji sebelum datang	
Meletakkan kaki di atas meja		Mencium pacar di tempat umum	
Melepas sepatu ketika masuk rumah		Orang muda mengucapkan salam terlebih dahulu kepada orang tua	
Menyentuh kepala		Menatap mata ketika berbicara	
Membungkuk di depan orang tua		Wanita tidak minum alkohol	
Tidak memakai celana pendek di gereja		Menyediakan makanan dan minuman untuk tamu	

DETERMINERS

Determiners are words that precede and modify nouns. In this section, you are going to learn determiners that are used to modify persons. In Indonesian, determiners are different for people in the higher rank than in the lower rank. To determine people from a higher rank/status, Indonesian uses “Sang.” It is usually (raja) for a king, master (majikan), president (presiden), governor (gubernur), husband (suami), etc. For the lower rank, “Si” is used. People from a lower rank are woman (wanita), wife (istri), maid (pembantu), burglar (perampok), etc.

Recently, those determiners are not used anymore but are sometimes used for being sarcastic or telling stories.

Example:

Sang raja memerintah dengan kejam pada masa pemerintahan Srilangga.

Sang majikan tidak mengizinkan si pembantu untuk pergi berlibur.

Sang suami tidak tahu kalau si istri telah pergi.

Si perampok tidak bias berbuat apa-apa setelah polisi menembaknya.

Exercise 1

Fill in the blanks with the right determiners: “Sang” or “Si”

1. _____ monyet berlari setelah mencuri pisang.
2. _____ pengemis tidak mau berpindah dari depan toko itu.
3. _____ jendral mendapat laporan bahwa musuh telah menyerang.
4. _____ anak tidak mau menghormati orang tuanya.
5. _____ baginda merasa sedih putrinya tidak mau menikah.

Exercise 2 (Pair Work)

Write a short paragraph using the two determiners. Once you are done, compare it with your partner.

RELATIVE CLAUSE

A relative clause is a clause which describes the referent of a noun or a pronoun. In an Indonesian sentence with a relative clause, "yang" is used as a subordinator that connects that clause with the noun or pronoun that it explains. Note the following sentence which is taken from the introduction section of this lesson:

Orang **yang berada di pemerintahan** dianggap sebagai raja atau bangsawan.
(*A person who is with the government is considered a king or a nobleman.*)

Note that the relative clause (in bold) restricts what "orang itu" is. Observe a similar function of the relative clause in the following sentences, which are also taken from the introduction section of this lesson:

Orang **yang bekerja di militer** dianggap sebagai ksatria.
(*A person who works in the military is considered a knight.*)

Sang gubernur mendapat kursi **yang paling bagus**
(*The Governor gets a chair which is the best*)

Exercise 3 (Class Work)

Merge the following pairs of sentences into one sentence, where one sentence is used for a base for a relative clause for the other sentence. Then, discuss the meaning of the sentences with the rest of the class.

Examples:

- a. -Kursi itu dibeli oleh ibu di toko Merah.
-Kursi itu didatangkan dari Mesir.

Kursi yang didatangkan dari Mesir itu dibeli oleh ibu./
Kursi yang dibeli oleh ibu di toko Merah itu didatangkan dari Mesir.

- b. -Ibu membeli kursi itu di toko Pak Amin.
-Toko Pak Amin mendatangkan kursi itu dari Eropa.

Ibu membeli kursi yang didatangkan dari Eropa itu di toko Pak Amin./
Toko Pak Amin mendatangkan kursi yang dibeli Ibu itu dari Eropa.

1. -Batalyon TNI itu menangkap komandan GAM di Aceh.
-Komandan GAM itu tidak berasal dari Aceh.

Exercise 3 (Class Work) (Continued)

2. -Pemerintah sulit untuk menghentikan penebangan hutan secara liar.
-Penebangan hutan secara liar banyak terjadi di Kalimantan dan Sumatra.
3. -Mahmunah mengikuti ujian masuk perguruan tinggi.
-Mahmunah anak kepala desa Samberejo.
4. -Teman saya tidak mau tinggal di kota Jakarta.
-Kota Jakarta banyak polusinya.
5. -Mereka menyembelih tiga ekor kerbau.
-Kerbau itu dipakai untuk upacara pemakaman.
6. -Saya melepas sepatu saya waktu saya masuk rumah ini.
-Sepatu saya sekarang tidak ada.

Nouns

bapa	father
bawahan	subordinate
dampak	affect
derajat	status
etiket	etiquette
feodalisme	feudalism
hambatan	obstacle
jenazah	corpse
kalangan	arena
karyawan	staff
kehormatan	honor
kelompok	group
kembar	twins
keraton	palace
kremasi	cremation
ksatria	knight
kyai	religious teacher (Moslem)
majikan	landlord/master
menonjol	outstanding
norma	norm
pasangan	couple
pelopor	pioneer
pengaruh	influence
penjajah	colonizer
peradaban	civilization
protokol	protocol
raja	king
resiko	risk
rombongan	group
semedi	meditation
senantiasa	always
tani	farmer
wangi-wangian	essence
wihara	shrine (Buddhist)
wujud	form

Verbs

bersikap	to have a certain attitude
mampir	to stop by
melepas	to take off
memaksa (<i>root: paksa</i>)	to insist
membungkuk	to bow

mempelopori	to lead the way
memperlihatkan	to show
mempersilahkan	to invite
menakuti	to cause angst
menatap	to stare
mencium	to kiss
menjaga	to keep
menjunjung	to lift, to uphold
menyakiti (<i>root: sakit</i>)	to cause pain
menyediakan (<i>root: sedia</i>)	to provide
merugikan (<i>root: rugi</i>)	to cause a loss
olah	to cultivate
semayam	to lie down (for dead body)
sembahyang	to pray
mencicipi	to taste

Adjectives

ramah	friendly
santun	well mannered
sopan	polite
teratur	well managed

Pela Gandong Ceremony in Maluku



Pela Gandong is a ceremony and a celebration of unity, which is traditionally being held on a beach between two Molluccan communities or villages, usually between a Christian community and a Moslem community. This Ambonese phrase means blood (*pela*) and relative (*gandong*). The ceremony is usually held to foster brotherhood and mutuality among the two religiously different communities, by recognizing that they are united by ethnicity and extended family ties. Thus it is not surprising that from 1999 to 2003, in the midst of religious conflicts on the islands, this almost forgotten ceremony became very important again. Community leaders, government officials as well as members of the communities tried to foster peace by utilizing this cultural instrument.

The Javanese Vision of Life



According to old Javanese wisdoms, a person should carry out his life optimistically. Life as a divine gift should be accepted and lived accordingly. As a basic principle, there are '*nrimo*' (means to accept; accepting divine wishes and always praying for '*slamet*' (to be safe)). In Java, a parent's blessing for their children always begins with '*slamet*'.

In order to be always safe and avoids troubles, one must always '*eling*' (knowing what's right and wrong). One must do only good and right things by not breaking the rules of God (*wewalering agama*) and the rules of law (*wewalering negoro*).

Guided by those principles, the Javanese work (*mergawe*) and dedicate (*makarya*) themselves to improve their quality of life. Work and dedication to these principles is an obligation for each person.

Discuss Customs in Indonesia

Activity 1 (Pair Work)

Write down the do's and don'ts (etiquette) for the U.S. Army on a piece of paper. With your partner, translate them into Indonesian. Once you are done, compare them with the Indonesian Army do's and don'ts stated in the Introduction, Exercise 2.

English	Indonesian
.....
.....
.....
.....
.....
.....

Activity 2 (Group Work)

Form groups of four. Each group will read the following passage and answer the questions.

Ada dua tipe kebudayaan yang berkembang di Indonesia, yaitu: "Indonesia dalam" (Jawa, Bali) dan "Indonesia luar", yaitu di luar Pulau Jawa dan Bali. Kebudayaan yang berkembang di "Indonesia dalam" itu ditandai oleh tingginya intensitas pengolahan tanah secara teratur dan telah menggunakan sistem pengairan dan menghasilkan padi yang ditanam di sawah dengan teknologi. Dengan demikian, kebudayaan di Jawa (Indonesia dalam) itu merupakan perwujudan upaya manusia yang secara lebih berani merubah ekosistemnya untuk kepentingan masyarakat. Sementara itu kebudayaan di luar Jawa berkembang atas dasar pertanian perladangan yang ditandai dengan jarangnyanya penduduk yang pada umumnya baru berpindah dari kebiasaan hidup berburu ke arah hidup bertani. Oleh karena itu mereka cenderung untuk menyesuaikan diri mereka dengan ekosistem yang ada. Hildred Geertz menambahkan bahwa kebudayaan Indonesia dalam sangat dipengaruhi oleh Hinduisme, di mana masyarakatnya sangat kuat orientasinya pada status disamping mengembangkan kesenian yang sangat tinggi, terutama di pusat-pusat kekuasaan (keraton) yang sekaligus merupakan pusat peradaban pada masa itu. Selanjutnya, kebudayaan di Pulau Jawa mulai mengalami perubahan terutama sejak masuknya pengaruh kebudayaan Islam dan penjajah Belanda.

Questions:

1. Sebutkan tipe kebudayaan yang ada di Indonesia!

2. Apa ciri kebudayaan Indonesia dalam?

3. Apa ciri kebudayaan Indonesia luar?

4. Siapa yang menulis teori kebudayaan Indonesia yang disebutkan dalam bacaan?

5. Mengapa kebudayaan Indonesia dalam berubah?

Activity 3 (Pair Work)

List the words that are related to Lebaran (Hari Raya Idul Fitri), the biggest celebration in Indonesia, in the table below. The first one has been done for you.

Maaf		

Activity 4 (Pair Work)

Fill in the blanks in the following passage about famous people in Indonesia with the words provided in the jumble box. Once you are done, compare the answers with your partner.

Megawati merupakan presiden _____ pertama di Indonesia. Dia dipilih menjadi _____ pada bulan Juli 2000 _____ Abdurrahman Wahid.

Megawati merupakan putri dari presiden _____ Indonesia, Sukarno. Sukarno adalah presiden yang mempunyai karisma yang _____ dan sangat dihargai oleh _____. Megawati juga memiliki karisma yang diwariskan dari _____.

Selain sebagai presiden, Megawati juga merupakan _____ umum Partai Demokrasi Indonesia Perjuangan (PDI-P). _____ ini merupakan salah satu partai favorit di Indonesia. Megawati mempunyai seorang _____ yang bernama Taufik Kiemas. Dia adalah seorang pengusaha yang _____.

sukses	presiden	partai	wanita	rakyat	tinggi
ketua	menggantikan		pertama	ayahnya	suami



Activity 5 (Pair Work)

Imagine that you are meeting your partner in a formal party. Have a conversation with your partner about the weather. Use these words to help you: perkiraan cuaca, celcius, panas, hujan, suhu, lembab, payung. Be ready to perform your conversation in front of the class when your instructor calls on you.

Activity 6 (Group Work)

Divide the class into four groups. Each group will discuss why religion is not an appropriate subject for discussion both during formal and informal events. Write down the reasons in the space provided.

Activity 7 (Pair Work)

Look at the following ad on social activity and answer the questions. Compare your answers with your partner.

BERITA KELUARGA GKB

KELAHIRAN

Dari Wilayah 09 Sektor 50 Anggota 2769



Telah lahir di tengah Keluarga Rudi Sukmajaya :

Abelard Ferdinando

Pada hari JUMAT, 28 NOVEMBER 2003 Pk. 10.45 WIB.
Di RSB 'Sawojajar' - Bogor

Putra / Anak ke 2 Bapak Rudi Sukmajaya dan Ibu Rina
Suryadi

=====

*Kami mengucapkan selamat kepada keluarga yang
berbahagia*

Questions:

1. Apa topik dari iklan di atas?
2. Siapa nama bayi yang lahir?

3. Apa jenis kelaminnya?

4. Kapan bayi tersebut lahir?

5. Siapa nama ibu sang bayi?

Activity 8 (Group Work)

Divide the class into four groups. Each group will discuss the differences between American and Indonesian customs. Refer to the introduction section when necessary. Afterwards, share your findings with the rest of the class.

Activity 9 (Group Work)

The following reading is about a cultural event which takes place in Ambon. The particular event depicted in the reading was held between a provincial representative and the leaders of two villages, Batumerah (Muslim) and Passo (Christian). Previously, these two villages were in deadly conflict against each other. Working in the group, get the gist of the reading and answer the questions that follow. Share your answers with the rest of the class.

PERJUMPAAN ORANG BASUDARA, BATUMERAH DAN PASSO



Rabu 04 September 2002, jam menunjukkan pukul 09:00 ketika iring-iringan kendaraan rombongan Fanny Habibie memasuki daerah Batumerah dari arah pusat kota Ambon. Nampak kerumunan masyarakat negeri Batumerah dengan gembira dan semarak telah menunggu datangnya rombongan, yang telah tiba di Ambon sejak tanggal 03 September sehari sebelumnya. Di antara kerumunan masa terlihat Ibu Raja Negeri Passo, yang telah tiba bersama staff

pemerintahan negeri Passo beberapa saat sebelumnya. Tak sulit mengenali mereka di dalam pakaian adat, serta lenso merah yang terikat di bagian leher.

Activity 9 (Group Work) (Continued)

Sejenak kemudian Fanny Habibie beserta rombongannya dengan didampingi Walikota Ambon berjalan perlahan menuju tempat pertemuan, yang telah ditata semarak di depan Masjid agung A'Nur. Bersama pejabat Raja Negeri Batumerah, seorang wanita berkebaya putih datang menghadang dan menyodorkan nampian berisi sirih dan pinang.

Fanny kemudian diminta mencicipinya sebagai lambang persaudaraan dan persekutuan. Tanpa canggung terlihat Fanny memakan sirih pinang, yang kemudian diikuti oleh Walikota Ambon. Terlihat jelas bahwa nampian berisi sirih pinang tidak disodorkan kepada Ibu Raja Negeri Passo, yang turut mendampingi Fanny memasuki tempat pertemuan. Tak jelas apakah ketika rombongan Ibu Raja Passo mendarang Negeri Batumerah, ia juga menerima penyambutan demikian. Yang pasti setelah mencicipi sirih & pinang rombongan segera diarak oleh para penari pria menuju tempat pertemuan. Di depan 16 orang penari terlihat 6 orang bocah lelaki kecil menabuh rebana dengan mimik yang lucu. Rata-rata umur mereka sekitar 3 dan 4 tahun. Tepat di depan tenda pertemuan rombongan disambut oleh para pengurus negeri dan pengurus masjid Batumerah. Dengan pakaian adat yang kental budaya muslimnya, para tetua negeri Batumerah segera menarikan tarian Sawat sambil mengajak Fanny dan rombongan turut serta. Sejurus kemudian nampak Fanny tertawa senang sambil menirukan tarian Sawat bersama Walikota dan disusul pula oleh Ibu Raja Negeri Passo.

Additional vocabulary:

sirih pinang = a dish containing betel leaves, nuts and lime. Usually the dish is offered to the guest. The guest should chew on the combination.

lenso = a traditional scarf from the Moluccas.

Questions:

1. Where and when did the event take place?

2. Which traditional costume set apart the Ibu Raja Passo's group from the rest of the crowd?

3. Can you describe the clothing of the host group?

4. What was offered to the provincial representatives as they arrived, and what did it symbolize? Was the same thing offered to the group from Passo earlier?

5. Which cultural activity was performed together by the hosts and the guests in the event?

Discuss Customs in Indonesia

Activity 1 (Pair Work)

Create a conversation with your partner about do's and don'ts for military personnel. Afterwards, perform the conversation in front of the class when the instructor calls on you.

Activity 2 (Group Work)

Working in groups, discuss the gist of the following reading. Then, answer the questions follow in the TL and discuss your answers with the rest of the class.



Muhammad Hatta, atau dikenal sebagai "Bung Hatta" adalah proklamator dan wakil presiden Indonesia yang pertama. Bung Hatta dilahirkan dan dibesarkan di Minangkabau, Sumatra Barat tahun 1902 dan wafat tahun 1980. Penampilan seorang Bung Hatta adalah sepenuh-penuhnya modern sekaligus pekat dengan perilaku keagamaan Islam yang saleh. Lebih jauh lagi, pandangan kesufiannya mendorongnya untuk menangkap ajaran agama lebih pada esensinya daripada ekspresi formalnya. Suasana umum masyarakat Minangkabau pada dasarnya amat mendukung wawasan religius dan politik Bung Hatta. Islam yang datang ke Sumatra Barat dan Aceh telah

membuat masyarakat Minangkabau mekar dengan etos-etos sosial yang dinamis, seperti: kosmopolitanisme, mobilitas tinggi, kesediaan mengambil inisiatif dan keberanian menghadapi resiko dalam bisnis. Namun, sesungguhnya masyarakat Minangkabau yang berbudaya pesisir atau pantai ini tidaklah unik. Pola budaya pesisir ini merupakan pola umum budaya "orang Melayu pesisir" di Sumatra dan Kalimantan, juga mayoritas masyarakat Jawa Barat, Jawa pantai Utara, Aceh, Sulawesi Selatan, Sulawesi Utara, sebagian Maluku, Madura, Sumbawa, sebagian Lombok dan kelompok-kelompok tertentu di Nusa Tenggara.

(Based on the article "*Bung Hatta: Dari Demokrasi Minangkabau ke Demokrasi Indonesia*" by Prof. Dr. Nurcholis Majid, posted on www.fppm.org)

Additional Vocabulary:

proklamator = a person who proclaim the independence of a nation

Activity 2 (Group Work) (Continued)

Questions:

1. How did Muhammad Hatta perceive his religion?

2. What are the cultural traits of coastal Indonesia communities depicted in the reading?
Where are the communities with these particular traits located?

3. How could Hatta become a modern and at the same time a deeply religious person?

Activity 3 (Pair Work)

Look at the picture below. Write a short paragraph about your interpretation of the picture and discuss it with your partner.



Activity 4 (Group Work)

Form groups of four. Each group will discuss the process of a wedding in Indonesia. For example: How the man proposes, reception, etc. Use the knowledge that you have gained from the previous lessons. Write a brief report based on your discussion. After you are done, present the report in front of the class. Other groups will ask you questions.

Activity 5 (Class Work)

You are going to play “21 questions” game. One student will come in front of the class. He/she will choose the name of a famous person and write it down on a piece of paper. It can be an artist, a politician, singers, athletes, etc. (The famous person should not be Indonesian). Keep in mind that he/she should not say the name to his/her classmates. The other students will ask him/her questions. The answer should be just a yes or a no. For example: *Apakah dia laki-laki?* (Is it a male?), *Apakah dia seorang penyanyi?* (Is she a singer?), etc. The students only have 21 chances of ask questions. The class must guess who the person is. Everybody must write down the answer. For example, the student thinks about Britney Spears and the class is able to guess. Then they should write “*Britney Spear adalah seorang penyanyi.*” Take turns doing this activity.

Activity 6 (Group Work)

Divide the class into two groups. One group will be in the U.S. Army and the other will be in the Indonesian Army. Each group discusses and writes down the military etiquette of each country. After that, split each group into two groups. Half of group one (U.S) will merge with half of group two (Indonesia). Once you become one group, compare and discuss the notes that you have from your previous group.

Activity 7

- A. Group Work. Working in groups, discuss the information in the following ads. Share your findings with the rest of the class.
- B. Pair Work. Working with your partner, develop a conversation where both of you decide to do some of the activities depicted in the ad. Perform your conversation in front of the class.

Ekaristi & Kebaktian

Gereja Hati Kudus Yesus Pugeran- Sabtu 17.00 (Bhs Ind). Minggu 05.00 (Bhs Jw), 06.30 (Bhs Ind), 08.00 (Bhs Jw), 16.30 (Bhs Ind), 18.00 (Bhs Ind). *Kapel Brayat Minulyo Wirobrajan*- Sabtu 17.00. *Kapel Salib Suci Gunung Sempu*-Minggu 07.00. *Kapel St Martinus Bangunharjo*- Minggu 07.30 (khusus Minggu II,IV,V ibadat Sabda). *Gereja Santo Yusup Bintaran*-Sabtu 16.30. Minggu 05.00, 07.30, dan 16.30. *Gereja Santo Antonius Kotabaru*- Sabtu 16.30, 18.00. Minggu 05.00, 07.00, 08.30, 16.30 dan 18.00. *Gereja Hati Santa Perawan Maria Tak Bercela Kumetiran*- Sabtu 16.30. Minggu 05.45, 07.30 dan 16.30. *Gereja Santo Franciscus Xaverius Kidul Loji*- Sabtu 17.30. Minggu 05.30, 07.30,16.30 dan 18.00. *Gereja Kristus Raja Baciro*- Sabtu 16.30. Minggu 06.00, 08.00 dan 16.30. *Gereja Albertus Magnus Jetis*- Sabtu 16.30. Minggu 05.30, 07.30 dan 17.00. *Gereja Santo Yohanes Rasul Pringwulung*- Sabtu 16.30. Minggu 07.00, 16.30. *GK/ Wongsodirjan*- Minggu 08.00 Pdt Gideon G Wihadhi, 09.00 Pdt Widi Artanto, 16.30 Pdt Gideon G Wihadhi, 18.00 Pdt Yahya Wijaya. (Sgo)-f

SEKAR MELATI
PENGAJIAN IBU-IBU

Hari : Senin
Tanggal : 9 Mei 2005
Pukul : 10.00 WIB
Tempat : Joglo Panembahan
Jl.Panembahan No.20
Yogyakarta
Penceramah :
Hj. Umar Budiargo

Iklan ini untuk umum dan dianggap sebagai undangan

MALIOBORO
Hash House Harriers
Sekretariat : Jl. Gandekan Lor 21, Yogyakarta - 55272
Telp : 0274-513971, 561871, 562798 Fax : 0274-583228, 562410.
Email : danies@indosat.net.id, giantswa@indosat.net.id

Run ke 1124, Minggu, 08 Mei 2005

Gardu Pandang Run

Hares :
Lie Hwa
& co

ON SITE : 06.30
ON ON : 07.00

Activity 7 (Continued)

YAMAHA
Touching Your Heart

SELALU TERDEPAN

GRAFIK BARU

Terdepan Larinya.. Terdepan Gayanya

Mio
jangan mau ketinggalan

**Mesin Otomatis
Teknologi Mutakhir**

**UM 750 RIBU
GRATIS!!**

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Sabtu-Minggu, 14 - 15 Mei 2005
Jam : 07.00 - 18.00 wib
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Lembaga Pendidikan Perkebunan (LPP)
Yogyakarta

ESQ Learning
Super Memory Asma'ul Husna
(Khusus Alumni ESQ)

Trainer : Sutisnawan (Memory Instructor)
Minggu, 29 Mei 2005
Jam : 07.30 - 17.30 wib
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Informasi & Pendaftaran
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Jl. LPP no.1/Jl. Urip Sumoharjo No. 100 Yogyakarta
telp. (0274) 740 8939 . fax. (0274) 513 549 E-mail : esq_jogja@yahoo.com
Contact Persons : Avianto : 0812 273 2549 / 0274-7465123 Koko : 0815 685 0477

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Jl. Dr. Soepomo No.8 A Solo Telp. 0271-736333 Fax. 0271-743308
Contact person : Retna 0818 868 804 / Ningrum 0812 297 2184

Activity 8 (Pair Work)

Look at the following ad about a social activity and working with your partner, answer the questions that follow. Discuss your answers with the rest of the class.

BERITA DUKA CITA

Telah meninggal dunia dengan tenang pada hari Selasa, tgl. 16 Desember 2003, pkl. 07.30 WIB di RS. Siloam Gleneagles- Lippo Karawaci, Tangerang. Istri, Mama, Mama Mertua, Emak, Saudari kami yang tercinta:

Mimin Hendarmin

Dalam usia 64 tahun

Jenazah disemayamkan di Ruang A. Rumah Duka RS. Siloam Gleneagles - Lippo Karawaci, Tangerang. Dan akan dikremasikan pada hari Jum'at, tgl. 19 Desember 2003. Berangkat dari Rumah Duka pkl. 09.00 WIB. ke Krematorium King Palace - Dadap Kamal.

Kami yang berduka:

suami : Subur Kurniawan

Anak - Menantu:

Noni Kurniawan - Kho Eng Goan
Suisanto Kurniawan (+) - Steny Poluan
Djoko Kurniawan - Susilowati Surya
Jojong Kurniawan - Yeni Sutanto
Hendrawati Kurniawan - Sutrisno S. (Akian)

Beserta Cucu & segenap famili.

Questions:

1. Apa topik dari iklan di atas?

2. Siapa nama yang meninggal dan berapa umurnya?

3. Apa jenis kelaminnya?

4. Kapan dia meninggal?

5. Di mana orang bisa melihat jenazahnya dan kapan?

Activity 1

Some information in this ad does not make sense. Read the text and then circle the information that you think can be changed, and then write down your correction. Share your work with the rest of the class the next day.

Telah lahir anak kami yang kedua dengan jenis kelamin perempuan pada tanggal 10 Juni 2003 di Supermaket dengan berat 3,5 centimeter and tinggi 42 kilogram. Ayah dan anak dalam keadaan sehat. Nama anak tersebut adalah Fernando Agus Riyadi.

Activity 2



(Track 32) Listen to the following conversation and answer the questions.

Questions:

1. Kapan Indonesia mendapatkan kemerdekaan?

2. Sukarno dianggap seperti siapa?

3. Mengapa Sukarno sangat terkenal?

4. Kapan Sukarno dilahirkan?

5. Siapa presiden Indonesia setelah Sukarno?

Activity 3

Cut out a social activity announcement from a newspaper and stick it on a piece of paper. Translate the news into Indonesian and share it with the rest of the class the next day.

Activity 4

Choose a famous person from Indonesia and write a biography about him/her. Find the information from the Internet, magazine, travel books, etc. Be prepared to present it in front of the class the next school day. Have supporting material for your presentation such as his/her picture, etc. Be ready to answer questions from your classmates. You may refer to the following website:

www.tokohindonesia.com

During this one day exercise, the students will engage in activities that will reinforce and support the learning that has taken place through the first six modules of phase I of the Indonesian SOLT course.

The primary focus will be on exercising your interactive listening comprehension and speaking skills within a series of ever more complex situations that will challenge your ability to accomplish the task.

1. Module One Terminal Learning Objectives.

- a) Produce character sounds, letter combinations, and tones
- b) Greet others during introduction and exchange social courtesies
- c) Describe surroundings, including colors and quantities to 20
- d) Talk about family members
- e) Talk about personal, physical, characteristics, and emotional states
- f) Talk about family activities and events

Situational Exercise One (Small Group Activity)

In this activity one group member will play the role of a person who has just learned that he/she is adopted. The other group members will play the roles of the separated family members. The situation is that you received a telephone call from your biological mother who has informed you that you were adopted as a baby. There is going to be a family reunion where the newly reunited family will meet to learn about one another. You are at the event, your task is to learn as much about your “new” family as possible by talking with all of the people present.

Situational Exercise Two (Small Group Activity)

In this activity, one group member will play the role of a person who has decided to get married. The other group members will play the role of the prospective in laws. The situation is that you are at your engagement party and your betrothed has called to say that she will be an hour late. She has invited all of her family to meet you for the first time. You are at the function, and your task is to learn about your future family and to convince them that your beloved is not making a major mistake.

2. Module Two Terminal Learning Objectives.

- a) Request personal and biographical information
- b) Tell time and use metric measurements
- c) Talk about hobbies
- d) Inquire about military and civilian occupations
- e) Identify military specialties in the Armed Forces

Situational Exercise One (Small Group Activity)

In this activity each group member will play the role of an invitee at a military social function. The situation is that you have been invited to attend a social function at which there will be other military members of the host country. Your task is to meet as many people as possible at the event and to learn about your counterparts, their interests and backgrounds.

Situational Exercise Two (Paired Activity)

In this activity students will work in pairs. The situation is that you have been introduced to your counterpart with whom you will be working closely for the next year. Your task is to engage your counterpart in discussion in order to learn as much about him as you can. Share your own information with him so that you can both feel comfortable with one another.

3. Module Three Terminal Learning Objectives.

- a) Talk about TR food and drinks
- b) Request information about lodging & accommodations
- c) Talk about the Postal Service in the TR
- d) Get information about banking activities in the TR
- e) Engage in a telephone conversation
- f) Describe supplies needed to set up a base camp
- g) Apply bargaining techniques

Situational Exercise One (Paired Activity)

In this activity students will work in different pairs. They will play the roles of counterparts working together. The situation is that you are still relatively new in country. You have developed a good professional and working relationship with your counterpart. You wish to learn more about your host country and its institutions. Your task is to call your counterpart and invite him out. Try and learn as much as possible about restaurants, accommodations and how to take care of certain basic needs at the bank and post office. Your counterpart will cooperate and provide the information that you request.

Situational Exercise Two (Paired Activity)

In this activity students will remain in the same pairs. Change roles as to who is requesting information and who will provide it. The situation is that you and your counterpart are planning a joint training event. You must determine the requirements to set up the area and ensure that everything is ready. Make out lists of needed items and work together with your counterpart to make all of the arrangements for setting up the base camp.

4. Module Four Terminal Learning Objectives.

- a) Describe daily activities at the military installation
- b) Identify countries and nationalities
- c) Provide directions
- d) Give a description of the mission and equipment
- e) Identify terrain features and military map
- f) Talk about weather conditions
- g) Report on transportation systems
- h) Interact with a travel agent while requesting information for a trip

Situational Exercise One (Small Group Activity)

In this activity the class will work together as a group. The group members will play the role as a team that has just been assigned to a new installation in the target region. The situation is that the team leader must brief his members on the new facilities so that his team can become properly oriented to the region. The team members will ask questions and the leader will provide responses.

Situational Exercise Two (Small Group Activity)

In this activity the class will work together as a group. The group members will play the roles of a team that has been assigned a mission and is putting together a plan of how and where they will execute their mission. A new leader will be appointed for this activity. The situation is that the team leader will brief a simple mission and assign tasks to the other members. He will show a map and discuss the implications of weather on the mission. Team members will ask relevant questions.

Situational Exercise Three (Paired Activity)

In this activity students will work in pairs. In the pairing one student will assume the role of a travel agent, and the other a SOF soldier. The situation is that the soldier wants to take leave and see the host country, but he doesn't understand the local transportation system. The "travel agent" will brief him on transportation options based on the time and money that the soldier has allocated for the trip.

5. Module Five Terminal Learning Objectives.

- a) Give instructions about first aid procedures
- b) Identify basic human anatomy
- c) Give information concerning medical symptoms
- d) Report medical emergencies and injuries
- e) Talk about medicine and common diseases
- f) Describe healthcare services

Situational Exercise One (Small Group Activity)

In this activity the class will work together as a group. One group member will play the role of instructor while the other group members become students at a class on local medical conditions. The situation is that the team has been transferred to a new operating location within the host country. The team medic is providing basic information to the team on the local medical situation and facilities. He must also provide basic first aid instruction to team members who will train the indigenous troops.

Situational Exercise Two (Paired Activity)

In this activity students will work in pairs. One student will play the role of an accident witness and the other an emergency response operator. The situation is that there has been a severe accident near the house of the witness, and he must summon assistance and help to prepare incoming medical personnel to triage the victims. The operator must request for all relevant information.

6. Module Six Terminal Learning Objectives.

- a) Discuss the culture and people of the TR
- b) Talk about protocol and etiquette rules
- c) Talk about entertainment activities
- d) Describe sports activities and events
- e) Participate in conversations about TR holidays
- e) Talk about major religions in the TR
- f) Engage in cultural activities

Situational Exercise One (Small Group Activity)

In this activity the class will work together as a group. One student will play the role of the team leader while the other group members will be the newly arrived team. The situation is that the team is newly arrived in country and the leader must explain the basic “Dos and Don’ts” of operating in the local environment. Team members will ask the leader specific questions concerning the host culture.

Situational Exercise Two (Paired Activity)

In this activity students will work in pairs. The pair will play the roles of a SOF soldier and his counterpart. The situation is that you and your counterpart are in the office discussing the culture of the host country. Exchange information with your counterpart concerning local sports, holidays, religion and other entertainment issues.