

**AN INDONESIAN AND MALAY GRAMMAR
FOR STUDENTS**

(Second Edition)

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INTRODUCTION

The grammar presented here is a pedagogical grammar and has been written for the primary purpose of aiding students who are studying Malay or Indonesian as a foreign language.

The grammar describes modern Malay and Indonesian and makes no attempt to account for the structures and vocabulary typically found in classical Malay literature. The grammar focuses as well on conversational usage. This does not mean, however, that the formal aspects of the modern language are neglected. These are also included, but equivalent conversational structures are given so that students will be aware of the type of language most appropriate in both formal and informal situations.

The grammar presents both Malay and Indonesian usage. Where one example serves to exemplify usage in both countries, these examples contain no additional marking: *Guru kita sedang makan* [Our teacher is eating]. Where there is a difference in usage, usage most common in Malaysia is marked with a raised ^M, and that most common in Indonesia with a raised ^I. A slash (/) is used to separate the two when a citation is made in the text: *Jam ini rosak^M/Jam ini rusak^I* [This watch is broken].

Where individual examples are given, separate entries are shown for both the Malay and Indonesian. The Malay example is always presented in the left column, and the Indonesian in the right.

MALAY

Subri jumpa siapa malam tadi?
Who did Subri meet last night ?

INDONESIAN

Subri ketemu siapa tadi malam?
Who did Subri meet last night ?

Separate examples are also presented where there are cultural differences even though the grammatical point under discussion may be identical:

MALAY

Sultan Puasa ialah ketua orang Melayu yang awal.

Sultan Puasa was the head of the early Malays.

INDONESIAN

Sultan Hamengkubuwono IX ialah satu-satunya raja Jawa yang diakui negara.

Sultan Hamengkubuwono IX is the only Javanese king recognised by the state.

Students should realise that neither the Malay of Malaysia nor the Indonesian of Indonesia is one, single, unified language. There are many variations on the standard language of the country due to local dialect differences, and to the influences of various other languages. Variation in language is the rule, not the exception, and students should be prepared for this as they set about learning any language.

INTRODUCTION

A grammar should be used as a supplement to the language learning process. It is not possible to learn a language simply by reading through a grammar and memorising rules. While the rules of a language are indeed the rules of its grammar, the spontaneity, variety and assumptions of language can only be learned by listening to and using the language in context, and this is something that a grammar is unable to offer.

A grammar is best used as a reference, to be consulted when questions about language arise from other sources, for example, from reading, conversation, or listening to radio or television. When students become aware of particular new language forms, they may check these in a grammar, but they should also continue to actively listen for the new forms so that they will learn how and when they are appropriately used.

The grammar is divided into 12 Chapters. While the Table of Contents lists the specific contents of each of these chapters, it is the Index which will probably be of most use to students. By using the index students should be able to find quickly and accurately the location of a particular language form or topic they would like more information about. The index lists general topics, specific grammatical categories, and individual Malay and Indonesian words and affixes which are discussed in the text. It also lists references in the text where students can find explanations of grammatical terms.

New to this edition is a full Glossary listing all of the Malay and Indonesian words used in the text with their English equivalents.

Chapter 1 discusses the Sound System of the language, Chapter 2 the basic syntactic structures, focussing on Sentences, Phrases, Clauses and Conjunctions, and Chapter 3 the Tense and Aspect system.

In Chapter 4 the Pronouns are introduced and discussed as to their usage and appropriateness. Chapters 5-7 look at the various affixes of the language: Verbal, Nominal and General. Comparisons and Differences are presented in Chapter 8, and in Chapter 9 the form and meaning of Reduplication.

Chapter 10 looks at Negatives and Tag Questions, and Chapter 11, Numbers and Time. The final Chapter, 12, has been entitled General Usage. In this chapter are grouped various sets of words which often cause students difficulty. These words are compared, discussed and exemplified to illustrate their similarities and differences.