

READINGS IN INDONESIAN CULTURE
Bacaan Kebudayaan Indonesia
(Second Edition)

Malcolm W Mintz

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PENDAHULUAN
Introduction

PENDAHULUAN • Introduction

This is an intermediate reading text which presents a variety of reading selections about Indonesia. The text comprises a series of reading selections, a vocabulary list, a set of exercises, and a glossary of all the new vocabulary terms introduced.

BACAAN Readings

There are 12 reading selections. The selections cover different geographical areas of the country, for example: Sumatra, Kalimantan, Sulawesi, the Moluccas, Irian Jaya, Bali and Java.

The sections also discuss various ethnic groups: the Acehnese, Bataks and Minangkabau of Sumatra, the various Dayak groups of Central Kalimantan, the Minahasa and Bugis-Makassar peoples of Sulawesi, the Ambonese of the Moluccas, the North Coast peoples of Irian Jaya, the Chinese, Balinese, Sundanese and Javanese.

Each ethnic group is discussed from different cultural perspectives. This serves to introduce students to the cultural and ethnic diversity of Indonesia, as well as present them with a variety of vocabulary items and structures to enable them to recognise and discuss such diversity. These cultural perspectives include: earning a livelihood, languages and dialects, writing scripts and literature, religion, the family and marriage customs, types of villages and houses, social structure and social stratification.

Each reading is presented in a regular and extended form. The regular form is normally 600 to 680 words. The extended form adds 80 to 160 words. This will enable teachers to choose the length of text most suitable to the class. Eight of the ten exercises which accompany each reading relate to the regular form. Only two exercises relate to the extended form. The start of the extended form is shown by an asterisk (*) followed by an indented paragraph. The following example is from Reading 1:

... untuk keperluan upacara, antara lain untuk membuat arak yang oleh orang Ngaju dan Ot-Danum disebut anding.

** Di samping padi, orang Kalimantan Tengah juga menanam tanaman-tanaman lain di ladang-ladang mereka. Tanaman ini termasuk ubi kayu, ubi rambat, terung, nenas, pisang, tebu, cabe,*

When vocabulary items are introduced for the first time in the readings, the root word is underlined; for example membuat [to make]. When the root word changes form due to the addition of particular prefixes, the full form of the root is shown in parenthesis; for example menebang (*tebang*) [to fell].

The regular form of the text is always considered basic. This means that even though vocabulary items may appear for the first time in the extended form of the text, they will still be treated as new vocabulary items if they appear again in the regular form.

To the right of each reading selection is a list of vocabulary items which may not be known to the student. This list undoubtedly has more vocabulary items than any one student will need to consult. A wide range of vocabulary items has been included deliberately to serve students who come to this text from a variety of language learning backgrounds.

Line numbers at intervals of 5 appear to the left of each reading selection to make it easier to identify specific lines during class discussion or when questions arise which need to be referred back to a specific context.

LATIHAN Exercises

Each reading selection is accompanied by a set of ten exercises. Eight of these exercises relate to the regular form of the reading, and two relate to the extended form. The exercises are divided into three groups: *Tatabahasa* [Grammar], *Pemahaman* [Comprehension] and *Pembicaraan* [Discussion]. Exercises dealing with reading and recognition skills predominate.

The exercises allow a thorough examination of a finite set of readings from the aspects of grammar, comprehension and general discussion. It is important for students to work carefully through each exercise. Working with the reading text in such a way will reduce the need for memorisation and lead to genuine learning and long-time retention of the material read.

TATABAHASA Grammar

The first two exercises of each set are grammar exercises. One of these exercises deals primarily with word form and function. The other deals with syntactic devices such as linkers and conjunctions which enable the joining of phrases and clauses into longer utterances.

Included in first group of grammar exercises are the verbal prefixes such as *di-* (passive), *ber-* and *meng-* (active), the suffixes *-kan* and *-i*, and the verbal and adjectival prefix *ter-*; the nominal affixes *per--an*, *peng--an*, *ke--an* and *-an* and the agent prefix *peng-*. Also included in this section is the relative pronoun *yang*.

In the second group of grammar exercises are words which define or show equivalence such as *merupakan* and *adalah*; words which indicate a listing or choice of alternatives such as *ialah / yaitu, salah satu dari, terdiri dari* and *baik ... maupun*; words which show equivalence, *sebagai*, and similarity, *seperti*; subordinating conjunctions such as *bahwa* [that], *di samping* [besides] and *walaupun* [although]; and the completed aspect marker *pernah*.

The following are sample grammar exercises.

1. You are given 10 utterances and a list of ten words prefixed with *ber-* chosen from Lessons 1 and 2.

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- Fill in the blanks with the appropriate word.
- Translate each utterance into English.
- State one function of the *ber-* prefix and refer to one of the following utterances to support your statement.

<u>bersatu</u>	<u>berladang</u>	<u>berderet-deret</u>	<u>berbeda</u>
<u>berkelompok</u>	<u>berbahaya</u>	<u>berdiam</u>	<u>berbaris</u>
<u>bergotong-royong</u>			<u>berguna</u>

- Kadang-kadang di antara penduduk dalam satu lingkungan daerah Kabupaten terdapat pula logat bahasa yang _____.
 - Rumah-rumah di Aceh didirikan _____.
 - Rumah-rumah yang penghuninya mempunyai hubungan kerabatan dibangun _____.
 - Kadang-kadang rumah itu _____ dengan hanya dibatasi oleh dinding penghalang.
 - Setiap rumah biasanya mempunyai halaman yang ditanami dengan tumbuh-tumbuhan _____.
 - Penduduk Kalimantan Tengah _____ di desa-desa sepanjang sungai-sungai besar dan kecil.
 - Kami hanya akan bicarakan cara _____ dari tiga suku bangsa penduduk asli saja, yaitu Ngaju, Ot-Danum dan Ma'anyan.
 - Pekerjaan ini dilakukan secara _____.
 - Para laki-laki _____ di muka sambil menusuk-nusuk tanah dengan tongkat tugalnya.
 - Alat ini sering diberi racun sehingga merupakan alat yang amat _____.
2. The following is a model utterance with an underlined structure chosen from Lesson 2.

Aceh merupakan propinsi yang paling ujung letaknya di sebelah utara pulau Sumatra.

*Merupakan, which literally means "to form" or "to be in the form of", shows both equivalence and similarity. In the example above it shows equivalence. Aceh is the northernmost province in Sumatra. This function may also be shown by *adalah* which is discussed in Lesson 3.*

Describe the following words or phrases using the underlined structure presented above. Complete the utterance with relevant information obtained from the reading selection in Lesson 2. The first utterance is presented as an example.

- Bahasa Aneuk Jamee merupakan bahasa dari orang-orang dari Aceh Selatan dan Aceh Barat.
- Sistem huruf orang Aceh _____
- Rumah orang Aceh _____
- Halaman rumah orang Aceh _____
- Kelapa, jeruk, pisang dan sebagainya _____

PEMAHAMAN Comprehension

Each Reading selection has six exercises which may generally be called *pemahaman* [comprehension]. The first exercise in this group looks at synonyms. The following is an example:

Synonyms:

3. You are given 10 utterances chosen from Lesson 2. First read each utterance carefully, paying particular attention to the underlined word or words. Then write a word or phrase with the same or closest similar meaning in the space provided. You may choose these words from the following list, or use any other relevant words of your own choice.

selain	liar	satu sama lain	keperluan
guru	sering	dibangun	kelihatannya
waktu			kebanyakan

- | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------|
| 1. Berbagai macam nama yang diberikan kepada daerah Aceh sering <u>tampaknya</u> tidak ada hubungan satu sama lain. | 1. | _____ |
| 2. Masing-masing pembicara bahasa-bahasa Aceh <u>saling</u> tidak dapat mengerti. | 2. | tidak dapat mengerti
_____ |
| 3. <u>Di samping</u> itu, masing-masing daerah Kabupaten mempunyai logat bahasanya sendiri. | 3. | _____ |
| 4. Sistem huruf yang khas kepunyaan orang-orang Aceh <u>zaman</u> dahulu tidak ada. | 4. | _____ |
| 5. Sampai saat ini huruf Arab-Melayu, yang disebut orang Aceh huruf Jawoe, <u>banyak</u> digunakan di kalangan orang-orang tua. | 5. | _____ |
| 6. Di kalangan muda yang <u>sebagian besar</u> mengikuti pendidikan modern, maka huruf Jawoe hampir tidak dikenali lagi. | 6. | _____ |
| 7. Rumah orang Aceh <u>didirikan</u> di atas tiang kayu atau bambu berdasarkan kepada kemampuan orang. | 7. | _____ |
| 8. Tujuannya semata-mata dulunya adalah untuk menghindari diri dari serangan binatang <u>buas</u> dan banjir. | 8. | _____ |
| 9. Setiap rumah biasanya mempunyai halaman yang ditanami dengan tumbuh-tumbuhan yang dapat membantu keluarga dalam menutupi <u>kebutuhan</u> sehari-hari. | 9. | _____ |
| 10. Ayah tidak mempunyai tugas sebagai <u>pendidik</u> kepada anak-anaknya. | 10. | _____ |

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The second exercise asks students to write definitions. Model formats are given for various types of definitions in Lessons 1 and 6. Students are asked to write general definitions, definitions which are illustrated by example or function, and definitions which compare and contrast paired sets of vocabulary items. The following is an example:

Definitions:

4. Explain the meanings of the following words or phrases. Write complete sentences in Indonesian and present an example from the text as an illustration. Set out your definitions according to one of the following models. The first definition is presented as an example.

Rumah tangga (adalah / ialah) Contohnya
Arti rumah tangga (adalah / ialah) Sebagai contoh
Rumah tangga berarti Contohnya

1. rumah tangga: *Arti rumah tangga ialah suatu keluarga yang tinggal bersama dalam satu rumah. Contohnya, laki-laki dan wanita dalam keluarga orang Dayak.*
2. penduduk asli: _____
3. pendatang: _____
4. tetangga: _____
5. kelompok gotong royong: _____
6. anggota: _____

The synonym and definition exercises appear in each Lesson. There is another set of four exercises which appear alternately throughout the lessons. These exercises are Sentence Completion, Sentence Sequencing, Gap Filling and Paraphrasing. Each of these appear three times in every four lessons. It is important that students do not refer to the reading selection while attempting the Sentence Completion, Sentence Sequencing and Gap Filling exercises. These may be checked after the exercise is completed.

Sentence Completion:

5. Complete the sentences in the first column by selecting an appropriate ending from the second column. Write the letter of that sentence ending in the space provided.
 1. _____ Bahasa-bahasa Aceh seperti bahasa-bahasa lain di Indonesia termasuk A. dari orang-orang dari Aceh Selatan dan Aceh Barat.

2. ___ Bahasa Gayo-Alas diucapkan
kan
3. ___ Bahasa Aneuk Jamee khusus
merupakan bahasa
4. ___ Bahasa Tamiang yang di-
ucapkan oleh kira-kira se-
puluh persen dari orang
Aceh tersebar di dekat
5. ___ Bahasa Aceh yang diucap-
kan oleh 70 persen dari
orang Aceh
- B. daerah Aceh sendiri ada beberapa
bahasa.
- C. ialah bahasa penduduk Aceh Timur,
Aceh Utara, Pidie dan sebagian
penduduk Aceh Barat.
- D. rumpun-rumpun bahasa Austro-
nesia.
- E. perbatasan Aceh dengan Sumatra
Timur.
- F. antara penduduk dalam satu ling-
kungan daerah Kabupaten terdapat
pula logat bahasa yang berbeda.
- G. oleh penduduk Aceh Tengah.

Sentence Sequencing:

6. Rearrange the following utterances so that they are in the correct order. Place the numbers 1-5 in the spaces provided to show the order you have chosen.
- A. ___ Sampai saat ini tulisan-tulisan inilah yang banyak digunakan di kalangan orang-orang tua.
- B. ___ Tulisan-tulisan Aceh menggunakan huruf Arab-Melayu setelah datangnya agama Islam di Aceh.
- C. ___ Di kalangan muda yang sebagian besar mengikuti pendidikan modern, maka huruf ini hampir tidak dikenali lagi.
- D. ___ Orang Aceh menyebut huruf Arab-Melayu itu huruf Jawoe.
- E. ___ Sistem huruf yang khas kepunyaan orang-orang Aceh asli zaman dahulu tidak ada.

Gap Filling:

- 7A. Fill in the blanks in the following passage with the appropriate words. Choose these words from the following list. Use each word only once. Two words are extra and do not fit the selection.

penghuninya	tujuannya	kadang-kadang
ditanami	berdasarkan	dibatasi
berkelompok	mengenal	didirikan
menghindari	kerabatan	kesenangan

Rumah orang Aceh 1 _____ di atas tiang kayu atau bambu 2 _____ kepada kemampuan orang. 3 _____ semata-mata dulunya adalah untuk 4 _____ diri dari serangan binatang buas dan banjir. Rumah-rumah di Aceh didirikan 5 _____ Rumah-rumah yang 6 _____ mempunyai hubungan 7 _____ dibangun berderet-deret. 8 _____ rumah itu bersatu dengan hanya 9 _____ oleh dinding penghalang. Setiap rumah biasanya mempunyai halaman yang 10 _____ dengan tumbuh-tumbuhan yang berguna.

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Paraphrasing:

7B. Read the utterances in the first column, then look for an utterance in the second column that has the same meaning or the closest similar meaning. Write the letter of that utterance in the space provided.

- | | |
|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| 1. ___ Berladang adalah suatu pekerjaan yang memakan banyak sekali tenaga. | A. Disebabkan itulah orang-orang telah membentuk kelompok-kelompok gotong royong. |
| 2. ___ Untuk mengerjakannya penghuni dari suatu rumah tangga saja tidak mencukupi. | B. Ada rumah tangga yang kekurangan tenaga kerja yang mendapat bantuan secara sukarela dari tetangga-tetangganya. |
| 3. ___ Penghuni dari suatu rumah tangga harus memperoleh bantuan dari tetangga mereka. | C. Orang harus bekerja banyak untuk menanam tanaman di ladang. |
| 4. ___ Oleh karena itu telah dikembangkan suatu sistem kerja sama. | D. Orang-orang saling menolong satu sama lain untuk membersihkan tempat berladang. |
| 5. ___ Orang-orang secara bergiliran membuka hutan bagi ladang masing-masing anggota. | E. Suatu keluarga kekurangan anggota untuk menanam tanaman itu. |
| | F. Di dalam rumah tangga yang kekurangan tenaga kerja laki-laki, kaum wanitalah yang menggantikan pekerjaan kasar itu. |
| | G. Suatu keluarga harus minta pertolongan dari orang yang tinggal di sekitar mereka. |

The eighth exercise always refers to the extended form of the text. This exercise is marked with an asterisk (*). The tasks associated with this exercise vary from lesson to lesson. Commonly they deal with classification or the supplying of additional information to exemplify a given word or phrase. The following is an example.

8. Complete the following utterances by adding a phrase or set of phrases which serves to exemplify each. The first utterance is completed as an example.

1. Kepunyaan semua penduduk desa *adalah kebun-kebun di sekitar desa itu.*
2. Kegunaan rumah-rumah penduduk desa _____
3. Kewajiban setiap penduduk _____
4. Usaha anggota-anggota desa _____
5. Tugas rutin pada setiap hari Jumat _____
6. Mata pencarian pokok _____

PEMBICARAAN Discussion

There are two questions in the Discussion section of the exercises, one which deals with the regular form of the text and one with the extended form. These questions ask students to discuss certain aspects of the selection which they have read, and

extend the discussion to their own society or country. Teachers should seek to further any discussion that develops naturally from interaction within the class.

When students attempt this section they should try as far as possible to express themselves in their own words and refrain from using the exact words and structures in the reading selection itself. The following are examples.

9. 1. Dengan pendapat Anda sendiri, jelaskan mengapa isolasi yang lama antara kelompok-kelompok yang semula menggunakan bahasa yang sama bisa menimbulkan bahasa-bahasa yang berbeda?
2. (a) Secara ringkas, lukiskan bentuk desa orang Aceh.
(b) Bagaimana bentuknya bisa berbeda dengan bentuk desa atau kota Anda?
10. 1. Bandingkan kegiatan orang Aceh untuk memajukan desanya dengan kegiatan penduduk di desa atau kota Anda. Sebutkan persamaan dan perbedaannya.
2. Apakah terdapat suatu sistem gotong royong di desa atau kota Anda? Pertahankan jawaban Anda.

DAFTAR KATA Glossary

The Glossary comprises an alphabetical listing of all the vocabulary items listed in the reading selections, and the new vocabulary items introduced in the Exercises. These words are marked with an "E". Also included is the number of the reading selection where the word first appeared.

Vocabulary items are presented in two ways. They are listed alphabetically following the form in which they occur in the reading selection. The root word is underlined. When the root word changes form due to the addition of particular prefixes, the full form of the root is shown in parenthesis.


dinyanyikan 11 to be sung
dipakai 4 to be used
dipandang 4 to be seen as

pemain 11E player, actor
pemakai (pakai) 12 the users
pemakaian (pakai) 5 the use of
pematang 5 dyke, bund

Vocabulary items are also listed by their root words. The three entries exemplified above also appear as follows:

pakai: dipakai 4 to be used; **pemakai** 12 the users; **pemakaian** 5 the use of





RAKAMAN Recordings

Each reading selection is recorded on an audio CD. Readings 1-6 are recorded on CD1 and Readings 7-12 on CD2. Each reading is further divided and recorded on 4 separate tracks. Readings in each section begin on Track 1. This and subsequent tracks are marked in the text with the symbol  found at the right margin on the line preceding the recorded section. This symbol is followed by the CD number, 1 or 2, and the track number in parenthesis, a number from 1 to 24. The following is an example.

BACAAN 1

MATA PENCARIAN PENDUDUK KALIMANTAN TENGAH

The Livelihood of the Inhabitants of Central Kalimantan

1	 CD1 (1) Kalimantan Tengah adalah salah satu dari propinsi-propinsi Republik Indonesia yang <u>terletak</u> di Pulau Kalimantan.	mata pencarian <i>livelihood</i> penduduk <i>inhabitants</i> adalah <i>to be (is, are; was, were)</i> salah satu dari <i>one of the</i>
21	Berladang  CD1 (2) Berladang adalah suatu <u>pekerjaan</u> yang <u>memakan</u> banyak sekali tenaga.	suatu a memakan <i>to consume, use</i> tenaga <i>energy</i>
60	 CD1 (3) Setelah itu <u>tibalah</u> <u>masanya</u> untuk mulai <u>menanam</u> (tanam), yaitu kira-kira pada bulan Oktober. Pekerjaan ini dilakukan secara <u>bergotong-royong</u> .	menanam (tanam) <i>to plant</i> kira-kira <i>about, approximately</i>
100	 CD1 (4) * Di samping padi, orang Kalimantan Tengah juga menanam tanaman-tanaman lain di ladang-ladang mereka.	di samping <i>besides</i>

A concordance between recording and track number may also be found on the back of the CD case.