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**GUIDED WRITING FOR STUDENTS OF
INDONESIAN AND MALAY**

Second Edition

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PENDAHULUAN
Introduction

PENDAHULUAN • Introduction

This text contains 12 writing lessons, each comprising a list of terms, *istilah*, and a set of exercises, *latihan*. These lessons show students how to write chronological sequences, indicate spatial relations, classify, compare and contrast, generalise, show cause and effect, express opinion, define, predict, hypothesise, propose and refute. At the end of the text are two glossaries, *daftar kata*. The first glossary is from English to Indonesian and Malay, and the second from Indonesian and Malay to English.

MALAY AND INDONESIAN USAGE

The text presents both Malay and Indonesian usage. Malay usage is presented on the left side of the page and Indonesian on the right.

Malay

*Sebagai seorang kanak-kanak yang
berumur enam tahun, saya ___*
As a six year old child, I ___

*Selepas hari jadi saya (yang) kelapan,
___*

After my eighth birthday, ___

Indonesian

*Sebagai seorang anak yang berumur
enam tahun, saya ___*
As a six year old child, I ___

*Sesudah ulang tahun saya (yang)
kedelapan, ___*
After my eighth birthday, ___

This distinction is also maintained in instruction sequences and in example paragraphs.

Malay

Pilih dua daripada perkara-perkara di bawah ini dan tulis 2 DUA buah perenggan, setiap satu sepanjang 100 patah perkataan

Indonesian

Pilih dua dari topik-topik di bawah ini dan tulis 2 DUA paragraf masing-masing panjangnya 100 kata

Malay

Perenggan:

Jenis-jenis Kenderaan dan Keistimewaannya

Kenderaan boleh dibahagikan kepada tiga golongan menurut tempat di mana ia berjalan, iaitu di udara, darat, atau air; tenaga yang digunakan, dan keistimewaan kenderaan bersangkutan.

Indonesian

Paragraf:

Jenis-jenis Kendaraan dan Keistimewaannya

Kendaraan bisa dibagi menjadi tiga kelompok sesuai dengan tempat di mana ia berjalan, yaitu di udara, darat, atau air; tenaga yang digunakan, dan keistimewaan kendaraan bersangkutan.

The majority of the guided exercises, discussed further below, use data which have been taken from Malaysian and Indonesian newspapers. In these cases, only the language of the original version is presented, and no adjustment has been made to present either a Malay or an Indonesian equivalent.

Manusia beku 4,000 tahun ditemui di puncak gunung

1. Lelaki itu memakai sejenis baju tunik dan seluar dibuat daripada kulit yang dijahit dengan tali kulit yang halus.
2. Di kakinya terdapat sepasang but kulit yang kasar buatannya yang diisi jerami untuk mengelakkan kesejukan.
3. Bulu tebal dari kulit binatang dipercayai digunakan sebagai penutup kepalanya.
4. Lelaki itu memegang kapak yang berhulu logam.

[Mingguan Malaysia 011291]

Islam di Kamboja

1. Kerajaan kuno Cham (Champa) didirikan di tepi timur Vietnam. [Tahun 192 Masehi]
2. Kerajaan itu meluas dari utara kota Hue sekarang sampai ke selatan teluk Camranh.
3. Kerajaan mereka tercatat dalam kitab sejarah Cina di bawah nama Linyi. [Abad ke-3 Masehi]
4. Linyi ditaklukkan oleh Cina yang memperluas wilayah kekuasaannya ke Vietnam.

[Kompas 221291]

PRESENTATION OF TERMS

The terms in each lesson relate to the particular writing skill introduced and are presented in three ways: as an individual vocabulary item, in a phrase or in a sentence which also serves to exemplify its use. The following are examples from Lesson 1.

Malay

tak pernah
never

Pada permulaan ____
At the beginning of ____

Tugas ____ pertama(nya) ialah (untuk) ____ ,kemudian ____ , dan akhirnya ____ .
The duty of ____ is first to ____, then ____, and finally ____.

Indonesian

belum pernah
never

Pada permulaan / Pada awal ____
At the beginning of ____

Tugas ____ pertama(nya) ialah (untuk) ____ ,kemudian ____ , dan akhirnya ____ .
The duty of ____ is first to ____, then ____, and finally ____.

These may be drilled by creating original utterances using the term, phrase or sentence given. A specific topic may be presented by the teacher so that the utterances relate to a particular theme, or the students can suggest utterances of their own.

Malay

Pensyarah saya **tak pernah** datang lambat ke kelas.

Pada permulaan kuliah dia sudah sedia untuk mengajar.

Tugas pensyarah **pertamanya ialah untuk** mengajar, **kemudian** menasihatkan para penuntut, **dan akhirnya** membuat kajian sendiri.

Indonesian

Dosen saya **belum pernah** datang terlambat ke kuliah.

Pada awal kuliah dia telah sedia untuk mengajar.

Tugas dosen **pertama ialah untuk** mengajar, **kemudian** menasehatkan para mahasiswa, **dan akhirnya** melakukan penelitian sendiri.

TYPES OF EXERCISES

The exercises are of two types, guided and free. Guided exercises present the student with data which is to be used in writing a unified paragraph. The student supplies the relevant terms presented in the lesson to complete the exercise. Which of the guided exercises are to be chosen and the order in which they are to be attempted is left to the teacher. In Lesson 1, for example, Exercise 2 presents data from a recipe in a Malaysian newspaper, and Exercise 3 data from a historical selection in an

Indonesian newspaper. The student is then asked to add appropriate terms of chronological order to form a paragraph. The following is a part of these exercises and appropriate responses by the student.

Ayam Golek Sambal Kicap

Data: Ayam dibersihkan.
Keluarkan semua isi dalam perutnya.
Bakar untuk menghilangkan bulu-bulu roma.
Potong bahagian yang tidak dikehendaki.
Basuh.

Paragraph:

Mula-mula ayam dibersihkan. **Semasa itu**, keluarkan semua isi dalam perutnya **dan** bakar untuk menghilangkan bulu-bulu roma. **Selepas itu**, potong bahagian yang tidak dikehendaki. **Akhir sekali**, basuh.

[Berita Harian 100577]

Islam di Kamboja

- Data:**
1. Kerajaan kuno Cham (Champa) didirikan di tepi timur Vietnam. [Tahun 192 Masehi]
 2. Kerajaan itu meluas dari utara kota Hue sekarang sampai ke selatan teluk Camranh.
 3. Kerajaan mereka tercatat dalam kitab sejarah Cina di bawah nama Linyi. [Abad ke-3 Masehi]

Paragraph:

Pada tahun 192 Masehi kerajaan kuno Cham (Champa) didirikan di tepi timur Vietnam. **Berikutan dengan ini** kerajaan itu meluas dari utara kota Hue sekarang sampai ke selatan teluk Camranh. **Lima ratus tahun kemudian** kerajaan mereka tercatat dalam kitab sejarah Cina di bawah nama Linyi.

[Kompas 221291]

PENDAHULUAN • Introduction

In most cases the construction of a guided paragraph will require the proper ordering and classification of the information presented, and the writing of a relevant topic sentence serving as an introduction [see *Outlining*].

For the free exercises, the student is presented with a series of topics and is asked to write either a unified paragraph or essay about one or more of the topics indicated. The number of exercises required, the length of the exercise and whether it is to be a paragraph or essay is left to the teacher. The suggested assignment is two paragraphs or one essay. The following topic from Lesson 3 exemplifies the form of these exercises.

Malay

Golongkan:

Kaum-kaum atau daerah-daerah yang berlainan yang terdapat di sebuah negara.

Indonesian

Golongkan:

Kelompok-kelompok atau daerah-daerah yang berbeda yang terdapat di suatu negara.

OUTLINING

Before attempting these free exercises, the student should construct an outline. This should also be completed for the guided exercises where no outline is provided. Sample outlines and paragraphs are given for the basic writing tasks: chronological order, classification, comparison and contrast, generalisation, and cause and effect. In addition, introductory examples are given for spatial relations and definitions, and sample letter formats for letters of complaint. For the writing tasks presented in the later half of the text, opinion, prediction, hypothesis, proposals and refutation, sample outlines are included as one of the exercises. Students are asked to write paragraphs based on these outlines.

In general, a paragraph consists of a topic sentence which serves as an introduction, and a number of supporting sentences. In an outline, the basic content of these sentences is presented as a sequence of major and minor points.

An essay consists of an introductory paragraph which sets out the topic to be discussed and a number of supporting paragraphs, each of which is introduced in turn by a topic sentence. Closing an essay is a concluding paragraph.

The following is part of the outline for a paragraph presented in Lesson 4.

Title:

Perbezaan di antara Singapura dan Perth

Topic Sentence:

Singapura dan Perth berbeza dalam empat cara yang utama: penduduk, cuaca, perdagangan, dan rupa.

Major point 1:

1. Penduduk

1.1 Singapura

Minor point 1:

1.1.1 4.5 juta orang

Minor point 2:

1.1.2 Kebanyakan orang Cina

1.2 Perth

Minor point 1:

1.2.1 1.5 juta orang

Minor point 2:

1.2.2 Hampir semua penduduk keturunan Eropah

Major point 2:

2. Cuaca

2.1 Singapura

Minor point 1:

2.1.1 Cuaca panas lembab sepanjang tahun

Minor point 2:

2.1.2 Terletak dekat khatulistiwa

Title:

Perbedaan di antara Singapura dan Perth

Topic Sentence:

Singapura dan Perth berbeda dalam empat hal yang utama: penduduk, cuaca, perdagangan, dan rupa.

Major point 1:

1. Penduduk

1.1 Singapura

Minor point 1:

1.1.1 4.5 juta orang

Minor point 2:

1.1.2 Kebanyakan orang Cina

1.2 Perth

Minor point 1:

1.2.1 1.5 juta orang

Minor point 2:

1.2.2 Hampir semua penduduk keturunan Eropa

Major point 2:

2. Cuaca

2.1 Singapura

Minor point 1:

2.1.1 Cuaca panas lembab sepanjang tahun

Minor point 2:

2.1.2 Terletak dekat khatulistiwa

2.2 Perth

Minor point 1:

2.2.1 Terdapat empat musim

Minor point 2:

2.2.2 Terletak kira-kira 32 derajat ke selatan khatulistiwa

2.2 Perth

Minor point 1:

2.2.1 Terdapat empat musim

Minor point 2:

2.2.2 Terletak kira-kira 32 derajat ke selatan khatulistiwa

GLOSSARIES

There are two glossaries at the end of the text. The first glossary, *Daftar Kata 1*, is from English to Indonesian and Malay. Included in this glossary are all of the English words in the terms, *Istilah*, section of each writing lesson and their equivalents in Indonesian and Malay. Also shown is the number of the lesson where the term was first introduced, as well as the number of subsequent lessons where use of the term is also significant.

about (regarding), *mengenai* 4, 7; *tentang* 8, 12; (approximately), *kira-kira*, *lebih kurang*, *kurang lebih* 5

The second glossary, *Daftar Kata 2*, is from Indonesian and Malay to English. Included here are all of the Indonesian and Malay words in the text, not only those in the *Istilah* section, but in all sections of each lesson, including the newspaper selections presented as part of the guided writing exercises. Affixed words are listed twice, once under their affixed form, and once under the root form.

berusaha to strive to; to make efforts to; to attempt to
usaha labour, work, effort; business; ***surat izin usaha*** business permit; ***berusaha*** to strive to; to make efforts to; to attempt to;
perusahaan industry, business; ***anak perusahaan*** subsidiary company; ***pengusaha*** business person, industrialist