 Stage 6 Indonesian Extension – support materials

[Introduction to the Indonesian Extension course support materials 5](#_Toc16847421)

[Structure of the Indonesian Extension course 5](#_Toc16847422)

[Prescribed issues 6](#_Toc16847423)

[Objectives and outcomes 6](#_Toc16847424)

[Familiarising students with the prescribed issues through related texts 7](#_Toc16847425)

[Preparing students to present opinions and argue a case 8](#_Toc16847426)

[Soapbox activity 8](#_Toc16847427)

[Brainstorming and mind-mapping 9](#_Toc16847428)

[Class discussions 13](#_Toc16847429)

[Presenting a point of view 13](#_Toc16847430)

[Developing skills for monologues and short essays 14](#_Toc16847431)

[Developing knowledge of specialist vocabulary 15](#_Toc16847432)

[Recording responses 15](#_Toc16847433)

[Sample dot points from similar prescribed issues in other languages 16](#_Toc16847434)

[HSC Standards Packages 16](#_Toc16847435)

[Proformas for planning monologues and essay writing 17](#_Toc16847436)

[Sample planning proforma 1 18](#_Toc16847437)

[Sample planning proforma 2 19](#_Toc16847438)

[Writing and speaking 20](#_Toc16847439)

[Producing authentic texts 20](#_Toc16847440)

[Glossary of key words for the HSC 24](#_Toc16847441)

[Overview of syllabus text types 25](#_Toc16847442)

[Suggestions for teaching a novel 29](#_Toc16847443)

[The elements of a novel 29](#_Toc16847444)

[Activities to develop global understanding of the novel 30](#_Toc16847445)

[Prescribed text 33](#_Toc16847446)

[Background to the novel 35](#_Toc16847447)

[Extract 1 – pages 6 to 13 40](#_Toc16847448)

[Extract 2 – pages 15 to 21 44](#_Toc16847449)

[Extract 3 – pages 51 to 55 47](#_Toc16847450)

[Extract 4 – pages 59 to 64 50](#_Toc16847451)

[Extract 5 – pages 101 to 105 53](#_Toc16847452)

[Extract 6 – pages 188 to194 56](#_Toc16847453)

[Extract 7 – pages 205 to 208 59](#_Toc16847454)

[Extract 8 – pages 222 to 225 61](#_Toc16847455)

[Extract 9 – pages 231 to 235 63](#_Toc16847456)

[Extract 10 – pages 321 to 322 65](#_Toc16847457)

[Scaffold for an evaluative response 67](#_Toc16847458)

[Sample analysis of text questions 68](#_Toc16847459)

[Sample speaking and writing task 68](#_Toc16847460)

[Related texts 69](#_Toc16847461)

[General 69](#_Toc16847462)

[Relationships 69](#_Toc16847463)

[Advocacy 69](#_Toc16847464)

[Impact of change 70](#_Toc16847465)

© State of New South Wales (Department of Education) 2019

These support materials were produced by the NSW Department of Education (the department). This publication is copyright to the department, however it may contain material from other sources that is not owned by the department.

Outcomes and other syllabus material referenced in this document are from the [Indonesian Extension Stage 6 Syllabus](http://educationstandards.nsw.edu.au/wps/wcm/connect/3df78b17-2610-48ba-b341-90a6ae9ad9e7/indonesian-extension-st6-syl-from2010.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009.

Disclaimer

The interpretation presented in these materials should not be regarded as definitive. Although the notes provide support to the Indonesian Extension prescribed text, they are not to be considered authoritative.

Please note that this resource is intended only as an introduction to the study of the prescribed text and issues, and does not attempt to cover all aspects of the Indonesian Extension course. It is envisaged that teachers will draw from these materials according to the needs of their students rather than using every item, and that they will supplement these notes with additional material.

Controversial issues in schools

In exploring the issues prescribed for the Indonesian Extension course, teachers are to adhere to the department’s policy: Controversial Issues in Schools. The policy provides direction for management of controversial issues in schools, whether by the use of teaching and learning materials or views expressed by teachers or visiting speakers. The policy can be accessed on the department’s [policy library](https://education.nsw.gov.au/policy-library/policies/controversial-issues-in-schools).

Third party sites

This resource contains links to third party websites and resources. The department is not responsible for the condition or content of these sites or resources, as they are not under the control of the department.

Introduction to the Indonesian Extension course support materials

These materials were prepared for teachers of the Indonesian Extension course. They aim to support the teaching of the prescribed text and the prescribed issues, helping students achieve the outcomes of the [Indonesian Extension Stage 6 Syllabus](http://educationstandards.nsw.edu.au/wps/wcm/connect/3df78b17-2610-48ba-b341-90a6ae9ad9e7/indonesian-extension-st6-syl-from2010.pdf?MOD=AJPERES&CVID=). They have been designed to be used as introductory material to be further developed by the teacher as part of their lesson planning. In order to deliver lessons that are specifically tailored to the needs and interests of their own students, teachers may wish to use excerpts from these materials, in conjunction with their own related activities and texts.

The Indonesian Extension course requires 60 indicative hours to complete, and the Indonesian Continuers HSC course is a co-requisite.

Study of the text prescribed for any Year 12 course may not begin before the completion of the Year 11 course. This exclusion applies to study in the Year 11 Indonesian Continuers course and to Year 11 courses in other subjects. It also applies to the study of a prescribed text in another medium, such as the film of a novel.

Structure of the Indonesian Extension course

The organisational focus of the Indonesian Extension course is the theme – the individual and contemporary society.

A number of issues that exemplify aspects of the theme are prescribed for study. Students engage with the issues through the study of a prescribed text and related texts.

Students need to be familiar with the whole prescribed text.

Students may benefit from reading the [HSC examinations in Extension languages – advice to students](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stage-6/ext-advice-students.docx), as they prepare for the HSC.

Exploring the prescribed issues through the prescribed text

The study of the prescribed issues through the prescribed text will involve:

* exploring the relationship between the issues and the prescribed text
* creating original text in response to aspects of the prescribed text
* identifying meaning and how it is conveyed in the prescribed text
* evaluating linguistic and cultural features of the prescribed text
* analysing the sociocultural context of the prescribed text.

The study of the prescribed issues through related texts

Study of the theme and issues through other related texts will allow students to:

* read, view and/or listen to a range of texts
* further develop knowledge of Indonesian-speaking communities
* evaluate how the issues are presented in these texts.

You can view the [syllabus](http://educationstandards.nsw.edu.au/wps/wcm/connect/3df78b17-2610-48ba-b341-90a6ae9ad9e7/indonesian-extension-st6-syl-from2010.pdf?MOD=AJPERES&CVID=) and the [2020-2024 course prescriptions](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/extension/indonesian-extension-syllabus/course-prescriptions-2020-2024) on the NESA website.

Prescribed issues

|  |  |  |
| --- | --- | --- |
| Relationships | Advocacy  | Impact of change |
| For example:* family
* prejudice
* conflict
 | For example:* human rights and social justice
* motivation
* role of education
 | For example:* environment
* identity
* traditions and values
 |

The prescribed issues are mandatory, the dot points are not. They are suggestions only and are included to give a sense of the scope of the prescribed issues.

Objectives and outcomes

| Objectives | Outcomes |
| --- | --- |
| 1. Present and discuss opinions, ideas and points of view in Indonesian
 | 1.1 discusses attitudes, opinions and ideas in Indonesian1.2 formulates and justifies a written or spoken argument in Indonesian |
| 1. Evaluate, analyse and respond to the text that is in Indonesian and that reflects the culture of Indonesian-speaking communities
 | 2.1 evaluates and responds to text personally, creatively and critically 2.2 analyses how meaning is conveyed2.3 analyses the social, political, cultural and/or literary contexts of text that is in Indonesian |

Familiarising students with the prescribed issues through related texts

Before you start the study of the prescribed text, spend some time familiarising students with the prescribed issues through related texts. You will continue to use related texts throughout the course, however it is important that students have a broader understanding of the issues before studying the prescribed text.

Students should engage with a variety of texts on the prescribed issues, discussing their ideas and opinions in class. This will give them an in-depth understanding from a number of perspectives and provide them with the vocabulary and range of ideas to assist in the oral and written sections of the Extension examination.

Reading and listening texts should be chosen which are appropriate to Extension level, but which also provide students with a range of vocabulary and linguistic structures to support them in expressing their own ideas in spoken and written form.

It is important to remember that the 3 prescribed issues can be studied from a number of perspectives, and that the sub-topics provided are suggestions only. There may be other sub-topics that can be explored through related texts and the prescribed text.

The benefit of using a wide range of texts is that students will gain an in-depth background from which to draw ideas, and will develop the tools (including a more sophisticated approach to the issues) to enable them to answer any question in the HSC examination.

The following steps may assist teachers in teaching the issues. Not all steps would need to be included, depending on the length and complexity of the text.

* Find a suitable text (written, aural or visual), which is interesting, accessible and contains relevant vocabulary.
* Brainstorm the topic beforehand, creating a mind-map in Indonesian of the students’ thoughts, relevant vocabulary.
* Read, view or listen to the text. Ask questions in Indonesian where appropriate, paraphrasing the text where necessary.
* Explore key vocabulary, grammar and sentence structures.
* Discuss the main points of the text, creating a bullet-point summary together.
* Analyse the purpose, context and audience of the text.
* Brainstorm possible side issues, identifying useful expressions.
* Allow students to formulate their own opinions about the issues raised in the text and express their ideas through speaking or writing.
* Compare and contrast between the way the issue(s) is explored in the related text and in the prescribed text.
* Create a task in which students are required to use new vocabulary and expressions in new contexts – for example, class debate, role-play or monologue.
* Ask students to research their own text and present it to the class, focusing on the issues discussed and the perspectives from which these issues are presented.

Preparing students to present opinions and argue a case

To achieve the outcomes of the Extension syllabus, students must be able to use Indonesian to discuss attitudes, opinions and ideas and to formulate and justify an argument.

To prepare students to respond capably to a broad range of questions, beyond just the sub-topics of the prescribed issues, teachers need to use strategies that encourage students to think in terms of opinions and arguments.

Emphasis needs to be placed on developing skills that can be applied to any content. Students should not attempt to fit a prepared response to a question, but rather use general structures and prepare a range of phrases that could be used to present any opinion and justify any argument. Students need to be exposed to a variety of topics and trained to quickly develop a logical argument with their own point of view embedded in the response.

Activities and resources that could be used to develop this include:

* soapbox activity
* brainstorming and mind-mapping
* class discussions
* presenting a point of view
* developing skills for monologues and short essays
* developing knowledge of specialist vocabulary
* recording responses
* sample dot points from similar prescribed issues in other languages
* HSC Standards Packages (2002).

Soapbox activity

A soapbox is an impromptu speech on a set topic. To familiarise students with current affairs and to encourage speaking, ask students to discuss something that has occurred in world current affairs that week that is of interest to them.

Consider doing soapbox initially in English, until students are familiar with the format. Once the students are ready to practise the activity in Indonesian, limit the scope to the prescribed issues, discussing any relevant current news items, songs or TV programs that raise similar issues. To engage the whole class, have students complete a table, like the one below, while listening to their classmates speak. Review unfamiliar vocabulary before moving on to the next student.

| Language structures used | Unfamiliar vocabulary |
| --- | --- |
|  |  |

Brainstorming and mind-mapping

Have students brainstorm the prescribed issues and complete a mind-map to organise their thoughts. Students should think broadly about subjects that would relate to specific issues. Graphic organisers are useful tools to assist students in organising each prescribed issue into topics and sub-topics.

Useful graphic organisers include:

* placemat protocols
* plus/minus/interesting (PMI) charts
* affinity diagrams
* lotus diagrams.

Placemat protocols

These are useful for achieving breadth and depth in monologues and short essays on a topic. They can be used to:

* critically assess texts
* develop a comprehensive range of strategies and skills appropriate to the text being read
* justify a point of view.

Procedure



* Use a marker pen to divide an A3 sheet of paper into the format shown above.
* Divide the class into groups of 4 and give each group 1 ‘placemat’ (A3 sheet).
* Nominate a group leader. The group leader cuts sections of the placemat and gives each student in the group one of the outside sections.
* Give students (including the group leader) a selected text to read individually.
* The group leader writes the topic of the text in the centre section of the placemat.
* After a predetermined period (the length of time will depend on the length and complexity of the text), ask students to summarise the most important points they have read in the text in dot point form on their section of the placemat.
* Reassemble the placemat.
* In the centre of the placemat, the group leader lists common points identified by all four students.
* When this is complete, give each student a specific period of uninterrupted time (for example 3 minutes) to justify orally the inclusion of individual points not listed by others (those that are not listed in the centre of the placemat).
* The group leader presents a summary of findings to the whole class.

Plus/minus/interesting (PMI) charts

These graphic organisers are useful for looking at both sides of an argument, or seeing things from a different perspective. The PMI chart is a creative thinking strategy used in Edward De Bono’s CoRT Thinking Program.

PMI charts help students to:

* see both sides of an argument
* view things from a different point of view
* think broadly about an issue
* suspend judgement
* make informed decisions
* work as individuals, in pairs or as members of a group.

Procedure

The strategy can be used in a range of classroom activities, including analysing texts and exploring issues. Give students a format for recording their ideas such as the table below.

| Plus | Minus | Interesting |
| --- | --- | --- |
|  |  |  |

Individually, in pairs or in small groups, students apply 3 questions to a statement or task provided by the teacher:

* What are the positive ideas about this?
* What are the negative ideas about this?
* What is interesting about this?

Within a specified time limit, students brainstorm their responses, having appointed a recorder and a reporter. At the end of the designated time, the reporter reports back on the group’s most original or creative ideas from each of the categories.

It is useful to model the activity first, using as a topic a statement such as: The lifestyle of all countries is enriched by immigrant cultures or a recently shared text or experience.

PMI-based activities can support the development of a range of skills including:

* understanding and interpreting the topic, question or statement
* using strategies to assist or facilitate brainstorming
* contributing to discussion
* comprehending and explaining opinions and information
* evaluating a range of viewpoints and distinguishing them from their own
* applying the process of PMI to a range of situations.

Affinity diagrams

These are useful for brainstorming issue-related ideas and organising them into topics. The affinity diagram is an interactive data collection method that allows groups of people to identify and sort large quantities of ideas within a short time frame.

Procedure

* Clearly define and write the question or topic for the session at the top of a flip chart.
* All class members individually and without discussion, write their ideas on a separate sticky note and place these in front of them.
* Class members randomly place ideas on the topic flip chart.
* Class members, working as a group, silently place ideas into like categories.
* Label the idea for each category by writing it on the flip chart.

Lotus diagrams

This graphic organiser is useful for issues and sub-topics. The lotus diagram takes its name from the lotus flower, whose petals open in an overlapping way.

You can photocopy the diagram on to A3 paper, use colour-coded sticky notes on a display wall or use an online graphic organiser, for example [Miro](https://miro.com/templates/lotus-diagram/).

Procedure

* The diagram comprises 9 boxes, each made up of 9 squares. The main topic goes into the centre square of the centre box.
* Around the centre square of the centre box are 8 numbered squares. Students write up to 8 ideas about the central topic in each of the numbered squares.
* Each of the 8 squares then has a box of its own, with the corresponding number in the centre square. Students place the information from the square labelled 1 in the centre box into the centre square of box 1, and so on.
* In the outer squares of each box, students add more ideas to expand on each numbered idea.



Class discussions

Use class discussions, in English or Indonesian (depending on context), to gather ideas and debate pros and cons related to a particular topic or question. The results of the discussions can then be organised and used to formulate responses to particular topics and questions in Indonesian.

Use material already published on the topic as a discussion starter – see the list below. Discussion could involve expanding ideas or identifying vocabulary, phrases and structures in Indonesian that will be useful in any response.

Useful resources include:

* articles in textbooks
* past HSC papers/questions
* a brainstormed list of possible prescribed issue-related topic questions
* news items and internet articles related to the prescribed issues.

Presenting a point of view

Encourage students to think about both sides of the argument for a given stimulus statement or question before deciding which stance they will take – for or against, or a more balanced approach.

Students should take the point of view they feel they are best equipped to argue.

Exercise 1

In order to practise presenting a point of view through classroom discussion, as described above, students formulate a response to a question in Indonesian and then present a different point of view on the same topic.

Exercise 2

Students brainstorm HSC-style questions in pairs, based on sub-topics from their mind-maps.

* Give each pair a different topic.
* Ask one student to speak for the affirmative and one for the negative.
* Each pair prepares a 1.5-2 minute speech, initially in English. This is conducted as a debate, where the other students act as adjudicators after hearing each of the arguments. The other students must justify their decision based on the logic of the argument. This exercise can be done in Indonesian when students become more confident.

Developing skills for monologues and short essays

Students should develop the skills necessary to prepare monologues and write short essays, as well as the ability to present and support a point of view or develop an argument in Indonesian. These skills are necessary for the speaking and writing sections of the HSC examination. However, note that short essay writing is not the only text type specified for productive use in the Extension course.

Exercise

Give students a question/stimulus statement. For example: Self-acceptance is harder than accepting others. What is your opinion? Give reasons for your answer.

* As a class, brainstorm ideas and record them on the board.
* Organise points/ideas into ‘for’ and ‘against’ the argument.
* As a class, decide which side of the argument is easier to present.
* Using the ideas gathered, ask individual students to write their own response.
* Share the sample responses as a class.
* Deconstruct the sample responses and come up with a skeleton structure common to all good responses – introduction, main body and conclusion.
* Go through the sample response structure below.
* Joint construction – students create a group response in Indonesian to the same question by fleshing out their argument using the sample structure. Working in pairs or groups of 3, students take an aspect of the structure and write a paragraph on it.
* When all students in the group have finished, put the paragraphs together to make a whole response. The opening statement, brief outline and concluding statements can be written at the same time. There may be some repetition through the argument, but students should gain confidence and the ability to put together a response before writing individual responses.
* Individual construction – students write their own response to the same question using ideas and skills gathered in this exercise.

Sample response structure

* Make an opening statement contextualising the question.
* State your argument/opinion on the question/stimulus – this may be for, or against, or a more balanced view.
* Provide point 1 related to your argument with 2 detailed examples.
* Provide point 2 related to your argument with 2 detailed examples.
* Draw your conclusion. Do not just reiterate the point that you made in your introduction. Provide some future advice/direction/suggestion related to your conclusion.

Developing knowledge of specialist vocabulary

Learning some commonly-used vocabulary and expressions related to the prescribed issues will help students respond to speaking and writing tasks.

Exercise 1

Cut up a mixture of specialist vocabulary or expressions – some in English and some in Indonesian – and put them into a hat. Students then take turns drawing one out and translating it into the other language.

Exercise 2

Have students make a domino game where they have to match the Indonesian vocabulary or expressions with the English equivalent. You can set up this activity as a group or individual activity (you will need several sets) and make it into a competition by timing students. This is useful as a revision activity.

Exercise 3

In order to develop students’ ability to express complex ideas in simple language rather than relying on a dictionary, put a list of difficult and hard to translate English words into a hat. Have students draw words one at a time and express them in Indonesian they are already familiar with. You may need to rephrase some words in English before the students express them in Indonesian.

This exercise is particularly relevant practice for the speaking exam where dictionaries are not permitted. However, even in writing tasks, students should try to avoid using unknown words from the dictionary as much as possible. Finding an alternative way of expressing an idea is an excellent skill to develop.

Recording responses

For the oral examination, students respond with a monologue on 1 question from a choice of 2. They are given 7 minutes to prepare their response and may make notes and refer to them during the examination. Students are expected to speak for approximately 3 minutes.

The monologues are recorded, therefore students need to become accustomed to having their speaking responses recorded. They also need to learn how to make effective use of the preparation time and be well-practised in planning and writing dot points for their monologues.

Exercise 1

Students take a question or stimulus statement out of a hat and give themselves 7 minutes preparation time. At the end of the 7 minutes they record their response. They should not stop the recording until they have completed their response. When finished, they play back the recording. This is an excellent exercise to help students become accustomed to forming ideas and developing a response within the time limit of the HSC oral examination.

Exercise 2

Have students record a monologue and bring it to school for peer assessment. This will help them to develop confidence in recording their voice and to become used to speaking clearly and at an even pace. Peer assessment is recommended for this exercise, as other students learn from their peers’ strengths and weaknesses.

The exercise should be used as a stimulus for a constructive discussion aimed at improving the performance of the whole class as well as that of the student whose performance is being assessed.

An explanation of the marking guidelines is necessary at this point so that students are made aware of the criteria examiners will apply.

Sample dot points from similar prescribed issues in other languages

Review the prescribed issues and suggested sub-topics for other languages from the [NESA website](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/extension). If they are similar to those set for Indonesian Extension, use them as a source of ideas for practice speaking and writing questions.

Be aware that the sub-topics listed for any one prescribed issue are many and varied. They are not limited to the dot points in the syllabus nor to those that have been examined in previous HSC examinations.

HSC Standards Packages

It is important that students are familiar with the marking rubric and guidelines for each section of the HSC examination. HSC Standards Packages (2002) contain the marking guidelines as well as a sample examination paper, syllabus, answers and sample student responses at band cut-off points. The Standards Packages are a useful teaching and learning tool and are available on each language-specific page of the [NESA website](https://arc.nesa.nsw.edu.au/go/hsc/std-packs/).

Exercise 1

Select a number of sample answers from the Standards Package speaking and writing sections and have students award marks to them by applying the marking guidelines. Students can discuss the marking criteria and justify their marks from an examiner’s perspective.

Exercise 2

Students listen to and read a number of speaking and writing samples from across the range of bands. They can use the exemplar samples as a model for their own monologues and writing.

Proformas for planning monologues and essay writing

In both the oral examination and the written examination, students are required to present and support a point of view in Indonesian. Teachers will need to support their students in developing these skills. The following proformas have been designed to help students develop a structured approach to responding to monologue and short essay questions.

Depending on context, you may wish to introduce the proformas using English, moving to Indonesian as students develop more confidence in planning monologues and essay writing. You can also adapt the proformas to meet the needs of your students.

In order to gain confidence and competence in these skills, students should write as many monologues and short essays as possible. Monologues can be recorded for practice. Please note that short essays are not the only text type prescribed in the Stage 6 Extension syllabus. Students also need to be familiar with the text types for productive use listed in the Stage 6 Continuers syllabus.

Sample planning proforma 1

| Task | Answer |
| --- | --- |
| Question(Write in the question with the stimulus statement) |  |
| Opening statement(Make an opening statement contextualising the question; state your argument/opinion on the question/stimulus – this may be for, or against, or a more balanced view) |  |
| Introductory statement(State why you have this argument/opinion and introduce the points you are going to discuss to support your argument) |  |
| First point(Include 2 detailed examples) |  |
| Second point(Include 2 detailed examples) |  |
| Concluding statement(Draw your conclusion, but do not just reiterate the point that you made in your introduction – provide some future advice/direction/suggestion related to your conclusion) |  |

Sample planning proforma 2

| Task | Answer |
| --- | --- |
| Question(Write in the question with the stimulus statement) |  |
| Opening statement(Make an opening statement contextualising the question; state your argument/opinion on the question/stimulus – this may be for, or against, or a more balanced view) |  |
| Introductory statement(State why you have this argument/opinion and introduce the points you are going to discuss to support your argument) |  |
| First point(Include 1 detailed example) |  |
| Second point(Include 1 detailed example) |  |
| Third point(Include 1 detailed example) |  |
| Concluding statement(Draw your conclusion, but do not just reiterate the point that you made in your introduction – provide some future advice/direction/suggestion related to your conclusion) |  |

Writing and speaking

Producing authentic texts

Learning authentic phrases and expressions is a good way to build up vocabulary. However these phrases and expressions must be used in context. Students should be encouraged to keep a list of words and expressions they can use to build an argument or use in a discussion. They should write down one or more sentences in which these expressions could be used. Some phrases and expressions are set out below and require students and teachers to build meaningful sentences.

How to refer to the title or subject

Buku ini sarat dengan isu dan topik yang terkini/Perlu diketahui bahwa kita bisa belajar banyak dari buku catatan Butet ini.

Starting a paragraph

* Mula-mula/Pertama-tama
* Mengutip dari contoh dalam buku
* Berbicara tentang topik
* Ada banyak alasan yang bisa dikemukakan
* Sebagai contoh
* Mari kita mulai berbicara tentang

Presenting an opinion

* Saya yakin bahwa…
* Pada pendapat saya…
* Dari sudut pandang saya…
* Pendapat saya begini.
* Saya kira…
* Saya prihatin dengan…
* Saya bisa membayangkan bahwa…
* Saya mempunyai kesan kuat bahwa…
* Cara saya memandang masalah ini adalah…
* Saya percaya bahwa…
* Memang kita seringkali menghadapi masalah ini dalam kehidupan sehari-hari.

Developing an argument

* Baik…maupun
* Di satu pihak… Tetapi di lain pihak
* Sehubungan dengan itu
* Salah satu dari
* Yang paling menarik adalah
* Yang terpenting adalah
* Menurut data statistic
* Sudah waktunya untuk
* Seharusnyalah bahwa
* Sangat memungkinkan untuk
* Tidak dapat disangkal bahwa
* Namun demikian pastilah bahwa
* Sampai sejauh ini
* Secara umum
* Dari segi positif/negatif bisa dicatat bahwa
* Sulit dikatakan bahwa
* Kenyataannya adalah
* Sungguh meragukan bahwa
* Tidaklah mungkin bahwa

Expressions to use within a paragraph to add structure

* Yang pertama dan terutama
* Sejauh
* Sehubungan dengan
* Akhirnya
* Yang tak kalah pentingnya
* Akibatnya
* Sebagai akibatnya
* Di satu pihak… Di pihak lain…
* Mempertimbangkan bahwa…
* Namun
* Walaupun
* Secara singkat
* Singkat kata
* Dengan kata lain
* Lagi pula
* Dalam kenyataannya/Pada kenyataannya/Kenyataannya

Introducing an impersonal statement

* Mungkin untuk…/Hal yang mungkin dilakukan adalah…
* Cukup mudah untuk…
* Penting untuk…
* Perlu untuk…
* Tidak cukup waktu untuk…
* Tidak ada banyak waktu tersedia untuk…
* Cukup dikatakan bahwa…
* Masalahnya adalah…
* Dalam beberapa situasi…

Numbers of people and things

* Kebanyakan orang…
* Banyak yang…/Banyak orang yang…
* Sedikit yang…/Sedikit orang yang…
* Beberapa orang…

Expressing doubt

* Mungkin sekali…
* Saya kurang pasti…/Saya tidak pasti…
* Sangat mungkin bahwa…
* Tergantung
* Tergantung pada….

Indicating times and periods

* Pada jaman sekarang
* Saat ini
* Pada masa-masa ini
* Pada masa depan
* Sekarang ini
* Dalam jangka dekat
* Dalam jangka panjang
* Untuk generasi masa depan/Untuk generasi berikutnya
* Sesudah abad ini
* Pada tahun 70an/90an
* Sejak lama
* Menjelang akhir abad ke…

Giving examples or quoting an opinion

* Mengutip contoh dari…
* Menggunakan contoh…
* Menurut beberapa orang…
* Contoh yang paling jelas adalah…
* Menurut penulis

Comparing ideas

* Beberapa berpendapat…/Beberapa lain berkata…
* Dibandingkan dengan gaya hidup kita masa ini…
* Dalam perbandingan antara…
* Kalau kita membandingkan kegiatan kita dengan…

Ending a discussion

* Akhirnya…
* Dalam kesimpulannya/Kesimpulannya/Sebagai kesimpulan
* Pada akhirnya dapat dikatakan bahwa
* Secara keseluruhan
* Dalam hal ini
* Tidaklah meragukan lagi bahwa
* Akhirnya
* Jelaslah bahwa
* Untuk mengakhiri tulisan/ presentasi ini saya ingin menegaskan bahwa
* Pada kesimpulannya, saya ingin
* Dengan demikian bisa dikatakan bahwa
* Sekali lagi saya tegaskan bahwa
* Pada dasarnya memang
* Sebagai penutup, saya ingin sampaikan bahwa
* Jadi saya berpendapat bahwa
* Kesimpulannya adalah
* Dari contoh/alasan yang sudah saya sebutkan, maka
* Saya ingin menggaris bawahi bahwa

Glossary of key words for the HSC

The table below contains key words and their meanings in the context of HSC language courses. The table may help teachers and students understand how to respond to questions and tasks which use these terms.

| Term | Description |
| --- | --- |
| Account | Account for, state reasons for, report on. Give an account of; narrate a series of events or transactions |
| Analyse | Identify components and the relationship between them; draw out and relate implications |
| Compare | Show how things are similar or different |
| Construct | Make, build; put together items or arguments |
| Contrast | Show how things are different or opposite |
| Critically analyse or evaluate | Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to analyse or evaluate |
| Define | State meaning and identify essential qualities |
| Demonstrate | Show by example |
| Describe | Provide characteristics and features |
| Discuss | Identify issues and provide points for and/or against |
| Evaluate | Make a judgement based on criteria; determine the value of |
| Explain | Relate cause and effect; make the relationships between things evident; say why and/or how |
| Explore | Examine or discuss (a subject, an option, an idea, a possibility) |
| Express | Put opinions, thoughts or views into words |
| Identify | Recognise and name |
| Interpret | Draw meaning from |
| Justify | Support an argument or conclusion |
| Outline | Sketch in general terms; indicate the main features of |
| Propose | Put forward (for example, a point of view, idea, argument, suggestion) for consideration or action |
| Recommend | Provide reasons in favour |
| Recount | Retell a series of events |
| Reflect | Think deeply or carefully about something |
| Summarise | Express, concisely, the relevant details |

Adapted from [A glossary of key words – NESA](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords).

Overview of syllabus text types

The text types listed in the Continuers Stage 6 syllabus are assumed knowledge for Extension students. Each Extension syllabus lists text types for production in the external examination. Below is an overview of some of the text types with which Extension students should be familiar. Refer to the Continuers and Extension syllabuses for complete lists.

| Syllabus text type | Purpose | Structure | Language features |
| --- | --- | --- | --- |
| Article | * to sustain an argument
* to describe
* to inform, persuade, amuse or entertain
 | * titles or headings
* development of ideas or argument
* sequencing and linking of ideas
* statement of conclusion or advice
 | * range of tenses
* linking words
* language can be descriptive, factual, judgemental, emotive or persuasive, depending on context
 |
| Conversation | * to exchange information, opinions and experiences
* to maintain and sustain communication
 | * exchange of opening salutations
* question or statement followed by response
* 2-way interaction (sustained)
 | * question forms
* strategies to maintain conversation (fillers)
* interjections
* incomplete sentences
* language level depends on context and relationship between participants
 |
| Description | * to inform
* to entertain
* to describe
* to classify
 | * general statement or classification
* introduction and elaborated description of characteristic features
 | * specific details
* descriptive words
* range of tenses
* varied vocabulary
* comparative expressions
* literary devices (for example simile, imagery)
 |
| Diary or journal entry | * to record personal reflections or experiences
 | * chronological or stream of consciousness
 | * first person
* range of tenses
* sequencing (time) words
* abbreviated words or sentences
* subjective or informal language
 |
| Discussion | * to give different points of view
* to examine issues from more than one perspective
* to make recommendations based on evidence
* to sustain an argument
 | * presentation of main idea in introduction
* evidence or data to support main idea
* interaction between participants to clarify understandings
* conclusion or reiteration of main idea
* balanced
 | * linking words to sequence ideas logically
* qualifying words (for example, usually, probably)
* persuasive, descriptive, discursive or personal language, depending on context
* comparative expressions
 |
| Email or fax | * to use technology-based methods of communication
* to inform
* to seek a response
 | * conventions (for example subject line, email address)
* specific details without elaboration
* salutations and sign-offs
 | * abbreviated words and sentences
* simple language structures
 |
| Essay | * to discuss
* to analyse
* to assess
* to guide or teach
 | * orientation or introduction
* presentation of argument, judgement or evaluation
* conclusion or reiteration of main argument
* often has embedded description and/or explanation
 | * range of tenses
* formal, objective language
* linking words to sequence ideas and paragraphs
* qualifying words
* abstract nouns and concepts
* complex sentence structure
* evidence or examples included to support or enhance argument
 |
| Formal letter | * to communicate in writing in formal contexts
* to request information
* to lodge a complaint
* to express an opinion
 | * salutations and sign-offs
* letter conventions (for example layout, address, dates)
* logical and cohesive sequence of ideas
 | * use of full sentences and paragraphs
* more complex sentence structure
* objective language
* use of formulaic expressions
 |
| Informal letter | * to communicate in writing with acquaintances, friends, family
* to inform or amuse
 | * salutations and sign-offs
* letter conventions (for example layout, address, date)
 | * frequent colloquial language
* subjective language
* sentence structure often less complex than in formal letters
 |
| Interview | * to seek and convey information, views or opinions
 | * question and response format
 | * question words
* link words
* strategies to maintain communication
 |
| Invitation | * to invite in written form
 | * layout conventions
* statement of facts
* protocols
 | * abbreviated language
* formal or informal language
* expressions that tell when, where, with whom
 |
| Message or note | * to inform
* to request
* to instruct
* to remind
 | * general statement, description, procedure
* may be in point form
 | * succinct
* abbreviated words and sentences
* lack of descriptive detail
* use of colloquial language
 |
| Narrative account | * to entertain, amuse or instruct
 | * series of events presented in logical progression
* resolution or conclusion
* may contain a series of complications
 | * time words used to connect events
* use of action words
* descriptions of characters and settings
 |
| Personal profile | * to describe
* to outline personal details
 | * may be in point form (appropriate to situation)
* use of headings and subheadings
 | * factual
* descriptive language
* present tense
* simple phrases or sentences
 |
| Postcard | * to provide information
* to retell events
 | * salutations and sign-offs
* brief description or message
 | * descriptive language
* incomplete sentences
* abbreviated words
* colloquial expressions
* clichés
* personal impressions
 |
| Recount | * to retell what happened
* to tell a series of events
 | * introduction or orientation
* events sequenced in chronological order
 | * descriptive language
* past tense
* time words to connect events
* expressions that tell us when, where, with whom and how
 |
| Report | * to classify and/or describe
* to organise facts
* to draw conclusions
 | * general statement or classification
* description
* logical progression
 | * supporting evidence (for example statistics)
* factual
* usually present tense
* language specific to the topic
* objective language
 |
| Review | * to respond to a text or stimulus
* to summarise, analyse or interpret a text and to assess its value
 | * describe context of text or work
* describe the text or work
* judgement or evaluation of text or work
 | * descriptive language
* more complex structures with frequent abstract language
* words that express judgement
* possible comparisons
* expressions of aesthetic nature
 |
| Speech or talk (script) | * to communicate ideas, opinions and attitudes
* to entertain
* to persuade
* to welcome
* to thank
 | * introductory statement of purpose
* explanation or sequence of events or presentation of argument
* concluding remarks
 | * choice of expressions to engage the audience
* descriptive words
* a range of tenses
* subjective language
* consistent use of correct register depending on audience
* address audience throughout
 |

Suggestions for teaching a novel

The elements of a novel

There are 5 essential literary elements that make up a novel – plot, setting, character, point of view and theme.

Plot

The plot is the sequence of events in a novel that the author has planned in a logical order. It starts with an exposition or introduction to the story where the characters, setting and background unfold. Essential to a plot is the conflict where there is a change in the character or a situation in the story, which propels the plot. The plot eventually climaxes in the turning point of the story leading into a falling action where the events and complications start to fall into place. The plot ends with the final events in the story culminating into a resolution or conclusion.

Setting

The setting is the location and time where the story unfolds.

To brainstorm the ideas of a setting, you can ask the following questions:

* Place – where is the geographical location of the story?
* Time – when is the action of the story taking place? Consider the historical period, year and time of day.
* Social conditions – does the story unfold in a particular local or cultural setting? What is the daily life of the character?
* Atmosphere or mood – what feeling is created in the novel? What is the ambiance and surroundings like?

Characters

Characters are the people and/or animals in the story. The protagonist is the main central character around whom major events unfold. The antagonist is the ‘enemy’ and is in opposition to the main character.

Characterisation is how the author reveals the personality of each character, and may also include stereotypes.

Characterisation may include:

* speech and mannerisms
* thoughts and feelings
* qualities
* physical appearance
* actions
* how the character interacts with others
* what other characters say and feel about them and how they react to them.

Characters can be:

* rounded – highly developed and affected by the events in the story; these type of characters are life-like as they grow or deteriorate by the conclusion of the story
* dynamic – they undergo a change and evolve during the story
* flat – 1 dimensional characters
* static – they remain the same throughout the whole story.

Point of view

The narrative point of view is the angle from which the story is told. In the genre of film, the point of view is where the camera would be taking the shot.

There are different narrative points of view in a novel. They are:

* first person – the narrator uses ‘I’, ‘me’ or ‘we’. The story is told by the protagonist or a character close to the protagonist. The readers experience the story through this character’s eyes.
* second person – the narrator address the reader and uses ‘you’. This makes the reader more active in the storytelling process.
* third person – the narrator sees all the action, using ‘she’, ‘he’ and/or ‘they’. The story is told from an outsider’s point of view and describes the action the way the narrator sees it.

Theme

The theme is the central message or the fundamental meaning of the story. It is the universal lesson or message explored in the novel. Various language techniques such as symbolism, metaphor, allusion, irony and hyperbole can be used to convey the theme.

Activities to develop global understanding of the novel

The following are sample activities that may assist in providing a global understanding of the novel. They can be used for the development of written and/or oral skills. Many are suitable for group work.

* Stopping the reading at a particular point in class and asking students to predict what will happen next or how the story will end.
* Discussing how the novel engages the reader. Is there conflict, humour, suspense, romance? Does it consistently hold your interest?
* Rewriting the ending of a chapter or extract.
* Writing a newspaper headline to capture the essence of the story.
* Writing a review of the novel.
* Creating a cloze test on a prescribed extract to show the effect of images, words or a particular word.
* Writing a report on an event from the story, for example who was there, what were they doing, why they were doing it, and so on.
* Organising a role-play based on a key passage. This may include improvised dramatisation and a paraphrase of the passage.
* Taking key sentences from the story out of order and rearranging them in sequence.
* Summarising the plot in a number of sentences, mixing them up then arranging them in sequence.
* Drawing diagrams to show the structure behind what has happened. For example, timelines and graphic summaries. Students could consider whether the action is chronological or involves flashbacks, and could create diagrams of the relationships between the characters.
* Considering what the characters know about each other. Are the characters stereotypes or individuals?
* Holding a press conference for a character (interviewing a character, adopting the persona of the character and recording the interview).
* Writing a tag line for each of the key characters – one line to sum them up.
* Writing the history of a character. What is known about this person? Why is he/she now in this situation?
* Imagining yourself as a character and writing a letter explaining your actions.
* Writing the diary entry of a character for one day.
* Analysing significant character relationships in the story. Groups could consider specific passages and show how language illuminates the changes in these relationships.
* Writing a letter to the editor of a newspaper, on behalf of a character, explaining what happened.
* Discussing the issues raised in the novel – how do the issues unfold?
* Discussing whether the novel offers new perspectives on the issues raised. Can it change perceptions? What does the reader learn?
* Linking issues raised to students’ personal experiences or other texts studied.
* Discussing how reading the novel has widened the students’ experiences.
* Considering parallels and conflicts, for example rich and poor.
* Considering the setting. Is it important? Why? Is it integral to the whole story? Could it take place elsewhere?
* Reflecting on the images and symbols that occur in the story. Do they occur in other stories by the same author? Are they typical of the author’s work? What do they add to the story?
* Considering the possibility of different levels of meaning in the story. Is it just a narrative, or an allegory? Is there parallel symbolism?
* Considering the role of irony, humour or figurative speech in the story.
* Considering the values expressed by the author. Can the personal voice of the author be heard coming through?
* Questioning whether the author is saying something new. Is it universal to the human condition?
* Analysing the vocabulary. Is there repetition? Is regional dialect used? Are colloquialisms used? What is the impact of these vocabulary choices?
* Considering how the level of language reflects the relationship between the characters.
* Noting aspects of the language used. Ideas could be pooled on the board, sifted, sorted and classified. Conclusions about the author’s purpose should emerge. All ideas could be summarised and recorded.
* Identifying a social comment in the story and discussing the methods used to make the comment. How does the language convey the author’s attitude?

Prescribed text

Novel – *Sokola Rimba* by Butet Manurung

(Note: The page numbers used in this resource are from the May 2013 edition published by *Penerbit Buku Kompas*.)

There are 10 extracts prescribed for study.

* **Extract 1** – pages 6-13

From: 13 Oktober 1999 Pertemuan Pertama dengan Orang Rimba

To: Kenapa bisa hedonis banget aku selama ini.

* **Extract 2** – pages 15-21

From: 17 Oktober 1999 Orang Rimba = Pecinta Alam

To: Membawa madu dari sarang lebah hasil perasan tanganku sendiri.

* **Extract 3** – pages 51-55

From: 2 Desember 1999 Arti Kemajuan bagi Orang Rimba

To: Aku masih perlu banyak belajar dan diberi banyak masukan.

* **Extract 4** – pages 59-64

From: 4 Februari 2000 Salah Pendekatan

To: …yang sangat potensial untuk memulai pendidikan.

* **Extract 5** – pages 101-105

From: 22 April 2000 “Ibu, Beri Kami Sekolah”

To: (Aku malu sekali, sebab aku tidak pintar menulis, Ibu).

* **Extract 6** – pages 188-194

From: 19 Juli 2000 Kelompok yang Sangat Mendukung

To: Itu pun kalau aku diizinkan oleh WARSI.

* **Extract 7** – pages 205-208

From: 21 Agustus 2000 Lelaki dan Perempuan Rimba

To: *Tinggal besar-kecil dendanya saja yang berbeda-beda.*

* **Extract 8** – pages 222-225

From: Lalu apa saja manfaat…

To: Naif sekali, tidak sesederhana itu lah ya.

* **Extract 9** – pages 231-235

From: Seorang antropolog asal AS…

To: …bukannya bangkit dari dalam diri sendiri.

* **Extract 10** – pages 321-322

From: *M*engenai Gentar, aku teringat…

To: …WC duduk penuh dengan telapak sepatu.

The prescribed text is available at:

* Abbey’s Bookshop, 131 York Street, Sydney NSW 2000 or 02 9264 3111

Resources can be purchased through the *Sokola Rimba* store. The book can also be printed on demand and purchased through the [bookstore](http://www.xlibris.com).

Background to the novel

The author – Butet Manurung

Saur Marlina Manurung, better known as Butet Manurung, was born in Jakarta in 1972. She developed her love for the natural environment while studying Anthropology and Indonesian Literature at Padjadjaran University in Bandung.

In 1999, Butet joined the conservation organisation WARSI to develop educational programs for the indigenous *Orang Rimba* living in Hutan Bukit Duabelas in Jambi, Sumatra. This experience then led Butet and her friends to establish SOKOLA, a not-for-profit organisation to provide education for remote indigenous peoples across Indonesia.

Butet has earned international acknowledgement and accolades for her work as an educator and activist. These include UNESCO’s ‘Man and Biosphere Award’ in 2001, TIME Magazine’s ‘Hero of Asia’ in 2004, the ‘Ashoka Fellowship’ in 2006, ‘Asia Young Leader’in 2007, World Economic Forum’s ‘Young Global Leader’ in 2009, Indonesia’s Ernst & Young ‘Social Entrepreneur of the Year’ in 2012 and the ‘Ramon Magsaysay Award’ (Asia’s Nobel Prize) in 2014.

In 2011, she was awarded a Master of Arts in Applied Anthropology and Participatory Development from the Australian National University, and in 2012 she completed a course in Global Leadership and Public Policy at the Harvard Kennedy School in Boston, USA. Butet now spends time annually in both Jakarta and Canberra.

An author’s experiences, personal life and background often influence their writing. Exploring the author’s background, personal and social contexts contribute to a richer understanding of the author’s work.

To introduce the author you can ask the following questions:

* Who is the author, Butet Manurung?
* What background information on the author do you know?
* When was *Sokola Rimba* written?
* What other books has the author written?
* What are some common themes in her work?

Literary background to *Sokola Rimba*

Throughout her time in the jungle, Butet wrote about her experiences and observations. In 2007, these memoirs were first published as the book *Sokola Rimba* by Insistpress, Yogyakarta.

The book *Sokola Rimba* was reprinted in 2013 by the KOMPAS Group so that it could be distributed more widely through Gramedia Bookshops all over the world. In this reprinted version, Butet added a 42 page epilogue, reflecting on her return to the jungle in 2012. In it, she endeavours to find out what happened to her first students from more than 13 years ago. This new version of the novel also presented caricatures, recent photographs, and endorsements from educators, environmentalists and journalists.

A film adaptation of *Sokola Rimba* was released in November 2013. The film was directed by Riri Riza and produced by Mira Lesmana. Both directors are well renowned in Indonesian filmmaking.

Structure and narrative technique

Unlike a conventional narrative, *Sokola Rimba* is a collection of Butet’s chronological diary entries. In this way, the story is told through brief vignettes that provide insight into key events as they occur. This structure allows the reader to view the story principally from Butet’s perspective, including being privy to her inner reflections. In general, this technique allows the reader to form a more personal connection with the narrator.

The setting

Butet’s experiences in *Sokola Rimba* principally take place in Jambi, a province on the Indonesian island of Sumatra. While the province is home to large cities such as the capital, Jambi, it is also dense with the jungles that form the backdrop of Butet’s journey. At the beginning of the novel, Butet enters the jungle in an area called Bukit Duabelas. She interacts with different groups *(rombong)* of *Orang Rimba*. The jungle is described as a remote and fascinating place, and Butet frequently comments on the important relationship between the *Orang Rimba* and the natural environment. The imminent threats to this environment, such as illegal logging and palm oil plantations, are also an important component in the setting of the novel.

Characters

Butet

The novel depicts Butet’s real-life journey of self-discovery, attempting to fulfil her sense of adventure and desire to make change. As the narrator and protagonist of the story, we gain continuous insights into Butet’s personality and values as she recounts and reflects on her day-to-day experiences in the jungle.

Gentar

Gentar is one of Butet’s first and best students in Makelar Hilir. Gentar later becomes a teacher, teaching 30-40 children to read, write and count. Gentar is a serious and intelligent student, who is philosophical and critical in his approach to thinking and learning. He is mature and proud of his culture.

Linca

Linca is another one of Butet’s first students in Makelar Hilir. He is unique, clever, chatty and always interested in experimenting. Butet suggests that he could have been a mechanical engineer if he had been raised in the city.

Amilda Sani

An experienced anthropologist with WARSI, Amilda initially chaperones Butet into the jungle. She speaks the language of the *Orang Rimba* and accompanies Butet to observe the honey tree ritual.

Helen Cruz

Helen is a consultant from the World Bank. She is a committed advocate for the *Orang Rimba* and believes that the *Orang Rimba* are wiser and more conscious towards the environment than modern people in the cities. She also worked with indigenous people in Canada.

Robert

Robert is one of the WARSI members who accompanied Butet into the jungle. He later helped to establish *Sokola Rimba* with Butet. Despite having had his education at IKIP (Teachers’ Training Institute), in the novel he states that he always thought that being a teacher was not his calling and he does not have the personality of a teacher.

Penyuruk

Penyuruk is Butet’s oldest student. He is very comical and has great sense of humour. He shows good leadership qualities by leading his friends to build a school in Padang Pedero, a location in Makelar Hulu. His Indonesian language is very good and he becomes a hero by reading aloud the contract which saves his community’s land boundary.

Socio-political context

Butet’s experiences in the jungles of Sumatra took place in a time of political transition in Indonesia. In 1998, the authoritarian President Suharto resigned after three decades in government. This signalled a new era in Indonesian democracy, known as *Reformasi* (Reformation).

*Sokola Rimba* also touches upon the exploitative relationship between the *Orang Rimba* and the Indonesian government. Since the 1970s, many indigenous groups like the *Orang Rimba* were not protected, instead they were displaced from their traditional land due to illegal logging and palm oil plantations.

Government initiatives such as *Transmigrasi* (Transmigration), wherein millions of Indonesians were relocated from densely populated areas to islands like Sumatra in the hope of balancing population density, have also had long term impacts on the *Orang Rimba* and their land.

WARSI

The novel *Sokola Rimba* documents Butet’s years working for the organisation WARSI. The Indonesian Conservation Community, WARSI, was established in 1992. It was founded by a group of NGOs in West Sumatra, Jambi, Bengkulu and South Sumatra, all with a focus on the conservation of natural resources and community development.

Themes

The following themes are explored to varying degrees in *Sokola Rimba* and may be used to guide discussion:

* The importance of the natural environment and the interdependence between humans and nature.
* Development and progress – including the impact of modernisation and technology.
* Relationships, conflict and resolution, communication, learning from others and acceptance.
* Advocacy, social justice and human rights – including the empowerment of marginalised communities.
* Maintaining traditions, customs and values in a modern society.
* Prejudice, stereotypes, labelling and bias.
* The role of education – including alternative and contextual education such as that provided by SOKOLA.
* Identity – including Butet’s changing identity as well as that of the *Orang Rimba*.
* Gender roles and assumptions.

Style and language

Metaphor

A metaphor is a figure of speech containing an implied comparison. For example, *Gelapnya malam menyelimuti kami di hutan yang sepi.* (The darkness blanketed us in the quiet woods.)

Simile

A simile also uses comparison, using words “like” or “as” to draw a comparison. For example, *Matanya bersinar seperti bintang di langit*. (Her eyes shine like stars in the sky.)

Personification

Personification is the attribution of a personal nature or human characteristics to something non-human, or the representation of an abstract quality in human form. An example of this is *Daun pohon kelapa melambai-lambai di tiup angin*. (The coconut tree leaves are waving in the wind.)

Hyperbole

Hyperbole is an exaggerated statement or claim, which is not meant to be taken literally. For example, *Kami berjuang sampai titik darah penghabisan*. (We will fight until the last drop of our blood.)

Analogy

An analogy is a comparison in which something is compared to something else that is quite different from it. It aims at explaining an idea by comparing it to something that is familiar. Metaphors and similes are tools used to draw an analogy. Therefore, an analogy is more extensive and elaborate than either a simile or a metaphor. On page 12, when Butet sees the state of the rainforest, she uses an analogy to compare how we care for rainforests with how we care for children – to love and protect them no matter what.

Irony

A state of affairs or an event that seems deliberately contrary to what one expects and is often wryly amusing as a result. On page 53, Butet points out the irony of the stereotypes about the *Orang Rimba* in that they are assumed to be ‘backwards’ because of their traditions, yet know more about their natural environment than the *orang kota*.

Questioning

Throughout her diary entries, Butet often uses questioning to express her thoughts and reflections on certain events. This style of questioning gives us insight into Butet’s personality, as well as her urge to understand the *Orang Rimba* and her own work and values. It also engages the reader and encourages them to think and reflect on the issues and conflicts presented throughout the novel. On page 235, Butet’s questions convey her uncertainty about the success of their educational programs, leading the reader to feel that her story is unfinished and that there is still work to be done so that the *Orang Rimba* as a group achieve self-reliance.

Symbolism and motif

Symbolism involves using images or symbols to represent ideas or emotions. On page 322, Butet discusses Gentar’s use of technology such as a mobile phone and motorbike, which have become symbolic of modernisation.

Motif refers to a recurring symbol, usually one that is repeated or dominant throughout a text.

Contrast and juxtaposition

Contrast occurs when the difference between two things is pointed out or emphasised. For example, in her use of pronouns, Butet often contrasts the *Orang Rimba* and the *orang terang*.

Juxtaposition is a type of contrast wherein two things are placed directly next to each other, to emphasise their difference.

Extract 1 – pages 6 to 13

Summary

Prior to embarking on her journey into the rainforest, Butet reflects on her previous hiking experiences, anticipating this journey to be similar. She sets out in a jeep with four others – the driver, WARSI director, WARSI media specialist and WARSI anthropologist, Amilda Sani. Amilda is tasked with chaperoning Butet on her first 2-month project. On the journey, Butet internally questions the purpose of the journalist in his visit to a WARSI-funded ecotourist project, cynically concluding his intention to lie in order to justify expenditure. Butet similarly questions the purpose of the director, noticing that the director is not furiously taking notes, as she herself is doing. Butet surmises that his intention is perhaps to identify loggers, but concludes that such a task would be a pointless exercise.

The bumpy journey inspires Butet to reminisce again on her previous experiences, enjoying the wonders of nature. She describes her passion for nature as an addiction of sorts, making her a ‘nature junkie,’ rather than a ‘nature lover’. Butet’s appreciation of both the simplicity and beauty of nature is soon challenged by her first encounter with the *Orang Rimba*. Amilda, who speaks the language of the *Orang Rimba*, introduces Butet to Ngandun’s wife. Butet is immediately confronted by her bare-chested appearance, despite her prior understanding of *Orang Rimba* culture whereby this is expected of married women of the tribe. She feels embarrassed, awkwardly conscious of her gaze, and turns to the male members of the group to see their reaction. In doing so, she is further alienated by her own instinctive reaction, as they appear indifferent to the woman’s appearance. This experience leads Butet into a flurry of self-doubt as she questions her own innate prejudices, leaving her determined to become non-judgemental as she learns to fully understand the customs of the *Orang Rimba*.

Butet’s self-doubt is further fuelled by her disappointment and shock in seeing the devastated state of the once-thriving rainforest. She questions why any lover of nature would want to be in such a place, but is reminded of an analogy a friend once shared with her – to love children is to love them all, for both their beauty and their flaws, and to never tire of nurturing them. Butet concludes that those who turn their backs on environmental devastation in their pursuit of natural beauty cannot call themselves ‘nature lovers’ at all. Questioning her own past experiences in this regard, the extract ends with Butet asking herself how she could have lived such a hedonistic lifestyle until now.

Vocabulary

*barisan* – a line of

*berburu* – to hunt

*berceloteh* – to chat

*bergairah* – to be excited

*bergejolak* – turbulent

*beringsut* – to inch (to move a bit)

*berujar* – to say/to utter

*bubung* – rumah tangga (household)

*dijamah* – to be touched

*ditempuh* – to be reached

*gimbal* – dreadlocks

*goncangan* – shakes

*gua* – cave

*ingus* – snot

*jeda* – pause

*jitak* – to knock the head

*keganjilan* – weirdness

*keringat* – to sweat

*ketemenggungan* – shire (area)

*liang* – the mouth (of a cave/den)

*mahir* – expert

*manggut-manggut* – nodding head

*meleleh* – to melt

*meluncur* – to go smoothly/to speed

*memanjat* – to climb

*mencumbui* – to flirt

*menderas* – getting more and more

*menelusuri* – to explore/to walk along

*mengarungi* – to sail

*menggelinding* – to roll (like a ball)

*mengintip* – to peek

*menjijikkan* – disgusting

*menuding* – to point (like a finger)

*merengek-rengek* – to whine

*pengen* – *ingin* (colloquial – to want)

*perkasa* – macho

Prescribed issues

| Issue | Description |
| --- | --- |
| Relationships | Butet questions her own existing prejudice when she comes face-to-face with the *Orang Rimba* for the first time and sees a bare-chested woman. She is embarrassed by her initial reaction and immediately commits to being more open-minded and non-judgemental, realising that overcoming her prejudice will be the only way that she can understand the *Orang Rimba’s* way of life. |
| Advocacy | In this extract, Butet’s motivations for going into the jungle begin to emerge. Apart from her obvious love of nature, she explains that she does not see her new work educating an indigenous tribe as a ‘job’, saying there is nothing else she would rather do.  |
| Impact of change | Butet describes and reflects on her previous experiences in nature, indicating that she intensely enjoys being in the wilderness. Upon her arrival in the rainforest, she is shocked by the state of the environment around her. This leads her to question her own self-centred lifestyle and that of other ‘nature lovers’, who seemingly do not care about environmental issues.Key features of the *Orang Rimba* and their identity, traditions and values are introduced during these opening entries.  |

Examples of language techniques

* Simile – ‘…*hampir setiap minggu aku seperti kecanduan*…’ (p 6)
* Questioning – *‘Ya Tuhan, ke mana saja aku selama ini?... Ya kenapa cuma itu? Kenapa* gak *lebih dari itu? Kenapa bisa hedonis banget aku selama ini?’* (pp 12-13)
* Hyperbole – *‘Pada sampah yang menggunung?’* and *‘Pada Pulo Gadung yang penuh asap knalpot?’* (p 12)

Comprehension questions

1. What motivates Butet to go into the jungle?
2. How are Butet’s expectations different to the reality she experiences when she first enters the jungle?
3. Butet initially finds some *Orang Rimba* traditions confronting. How does she overcome her own prejudice?
4. What values does Butet learn from her first encounter with the *Orang Rimba?*

Activity

Conduct your own research on the WARSI organisation. What are their organisational aims and programs? Present your findings in a short talk to your class.

Extract 2 – pages 15 to 21

Summary

Butet is enjoying watching the ways in which the *Orang Rimba* blend with nature; she marvels at the ways in which young children scale trees, women dig for wild tubers and the simplicity of bathing in the river using rocks for soap. Butet is excited at the prospect of joining the *Orang Rimba* on a trek into the rainforest to harvest honey, scheduled for the early hours of the morning. She explains that the towering *sialang* trees, where the harvesting will take place, are sacred to the *Orang Rimba*. On her evening journey into the thick of the rainforest, Butet laments that everywhere there are small clearings with exposed tree stumps, evidence of illegal logging. However, she is distracted by the beauty of the rainforest and, in particular, the *sialang* tree. Butet explains that it is forbidden to fell these trees, but comments that the fine is a fraction of the cost, compared to the value of the timber per cubic metre. She is thus happy at the sight of every s*ialang* tree still living.

On reaching the particular tree, Butet describes the rituals associated in the harvest, which can only be performed in the dead of night. Beginning at approximately 2am, the shaman must first climb the tree alone to begin an exorcism to drive away the evil spirits. While Butet cannot understand the words of the shaman, she is moved spiritually by the sound. Following this, the queen bee is persuaded through romantic song to prevent the bees from attacking. Butet comments on the richness of the poetic devices, noting its rhyme and rhythm. As Butet waits at the foot of the tree, she reflects on the ways in which her relationship with both Amilda and the women of the tribe is developing into a close bond. On completion of the harvest, Butet is particularly touched when she is offered some bee larvae to eat – a prized delicacy among the *Orang Rimba.*

On their return, Butet and Amilda are invited to take as much honey as they wish. The extract ends with Butet proudly declaring her satisfaction at having extracted honey herself from the honeycomb.

Vocabulary

*bersorak-sorai* – to cheer up

*camilan* – snack

*cukong* – rich people

*dibujuk rayu* – to persuade/to cajole

*dipancang* – to be put in place

*diruncingkan* – to be sharpened/to be tapered

*ditancapkan* – to be plugged in

*estafet* – relay

*gelap gulita* – pitch dark

*kepompong* – cocoon

*konon* – supposedly/rumour says

*lincah* – agile

*mempersilakan* – to let someone do/to have something

*mencekam* – gripping

*mendongak* – to look upwards

*menggeliat-geliat* – wriggling

*mengulur* – to extend

*menjuntai* – dangling

*menyengat* – to sting

*menyerbu* – to raid

*nyawa* – soul

*padam* – extinguished

*pelantun* – singer

*setrum* – electrocuted

*sigap* – quickly

*singkong* – cassava

*tenggorokan* – throat

*terjungkal* – toppled over

*timpaan* – a pile of (wood)

*tongkat* – a cane/stick

Prescribed issues

| Issue | Description |
| --- | --- |
| Relationships | Butet’s relationship with the *Orang Rimba* is strengthened in these entries while she continues to settle in. She does not mind that they laugh at her when she is attacked by ants, as she is eager to become more friendly with them.  |
| Advocacy | Through Butet’s description of daily life in this extract, the environmental challenges the *Orang Rimba* are facing, begin to emerge. This foreshadows their need for education; without empowerment, they risk losing their way of life forever. |
| Impact of change | Though she has only been with the *Orang Rimba* for a short time, Butet immediately observes their connection and appreciation of nature. She is disappointed to see the impacts of illegal logging on the surrounding environment.Butet accompanies some *Orang Rimba* families to harvest honey from the *sialang* tree, which is an important traditional ritual. She describes the experience in detail, recounting each step and its spiritual significance. |

Examples of language techniques

Personification – *‘Pohon madu itu anggun, cantic, …sombong!’* (p 16)

Metaphor – *‘Aku merinding saat sang dukun melantunkan mantra* “*mengusir hantu kayu.”’* (p 17)

Comprehension questions

1. Explain the title of this entry, *Orang Rimba – Pecinta Alam*.
2. What is the significance of the honey tree for the *Orang Rimba*?

Activity

Read the short verses (*pantun*) on pages 17 and 19 aloud several times. Can you think of similar short poems or rhymes from your own culture or language? Discuss the role of these poems or rhymes in today’s society.

Extract 3 – pages 51 to 55

Summary

On the eve of the Central Forestry Department’s visit to the Bukit Dua Belas Biosphere Reserve, Butet reflects on the notion of *kemajuan*, equating it with the image of modernity and using Jakarta as a fitting example of a symbol of progress. Upon the arrival of the group of officials, Butet is disappointedly subjected to general criticism levelled at WARSI staff and their initiatives – WARSI is accused of attempting to preserve the *Orang Rimba* as a tourist attraction of sorts, in doing so alienating them from society, to the point of intentionally keeping them ‘backwards’. The department officials conclude that the poor living conditions endured by the *Orang Rimba* are attributable to both poverty and ignorance. Butet internally disagrees that they are either poor or ignorant, but does not feel empowered to openly defend WARSI or the *Orang Rimba*.

Butet very soon learns that the Forestry’s concept of *pembangunan* is entirely different to her own, with the officials announcing intentions of expanding bee farming and rattan production for commercial purposes, seemingly for the benefit of the *Orang Rimba*. Butet observes the superior attitudes of the officials over both the WARSI staff and *Orang Rimba*, as she reflects on how such government intervention is not needed nor desired by the *Orang Rimba*. Nonetheless, she is comforted by their shared agreement that the most important current objective is to expand the rainforest reserve.

Subsequent to the departure of the group of officials, Butet is amused to learn that all were careful to spit into their tissues or handkerchiefs, rather than onto the ground. She explains that Indonesians maintain beliefs that rainforest tribes practise magic, further prompted by Robert’s playful joke to one of the *Orang Rimba* men in the presence of a Forestry representative: “You do understand, don’t you? He will help expand the rainforest reserve. Don’t put a spell on him.” Butet ~~i~~s entertained by the suspicion that the *Orang Rimba* may be tempted to put the spit of the officials to use in such a way.

Butet meets Professor Helen Cruz of the World Bank. She discusses with Cruz the attitude of the government officials, namely their accusation that the *Orang Rimba* are ‘backwards’. Intending to meet with the Forestry officials the following day, Cruz is considerably knowledgeable on the culture and customs of the *Orang Rimba*, being fully appreciative of their environmental awareness and sensitivity as devout animists. Cruz is hopeful for the future of the *Orang Rimba*, using the recent success of the indigenous people in Canada in reclaiming their land as reason for her optimism. Butet is unconvinced that such a positive outcome would be likely in Indonesia, where respect for indigenous communities remains negligible.

On Cruz’s return to the WARSI office from her meeting with officials, she comments that the discussion was ‘disgusting’, with officials openly laughing at her concerns for the *Orang Rimba*. Cruz quotes the term *‘kubu’* (meaning feral) used by officials in reference to the *Orang Rimba*. Butet goes to considerable lengths in her diary entry to convey the highly offensive nature of this derogatory Malay term as entirely inappropriate under any circumstance, let alone at a diplomatic gathering. Both Butet and Professor Cruz are united in their attitude that the *Orang Rimba* are anything but ‘*kubu’*.

While Butet believes that education is the most constructive step forward for the *Orang Rimba* to not only sustain their existence, but also to defend themselves from the outside world, she is plagued with uncertainty as to how the *Orang Rimba* will respond and what sort of education to pursue to best meet their needs now. She declares her belief that education is the key to their empowerment, but contradicts herself at the end of this day’s entry, further demonstrating her uncertainty for the future: “[But] do they really need it?”.

Vocabulary

*disantet* – to cast a spell on you

*geli* – amused

*hilir* – downstream

*mengecam* – to criticise

*menyamaratakan* – to generalise

*peternakan* – a farm (for animals)

*segan* – disinclined/reluctant

Prescribed issues

| Issue | Description |
| --- | --- |
| Relationships | When government officials make their visit, their prejudiced opinions about the *Orang Rimba* are clear. They describe the *Orang Rimba* as *‘kubu’*, a derogatory term meaning ‘feral’. Through their actions, they show ignorance of the *Orang Rimba*’s beliefs and traditions, and are seemingly afraid that the *Orang Rimba* will ‘curse them’.Butet, WARSI and Helen Cruz experience a conflict of opinions with the government representatives. Butet describes their superior and dominant attitudes during debates about the future of the *Orang Rimba*. |
| Advocacy | At the end of this extract, Butet discusses her thoughts about the role of education in empowering the *Orang Rimba*. Though she wants to be an advocate and she believes that education is a way to ensure their survival against external challenges, Butet is still unsure about what form this education should take.  |
| Impact of change | In this extract, Butet discusses the concepts of progress and development at length. She recounts the visit of government officials and is shocked by their presumption that the *Orang Rimba* are ‘backward’ because they do not match their own narrow, modern definition of progress.  |

Examples of language techniques

Irony – *‘Seolah-olah cara hidup Orang Rimba adalah karena mereka miskin dan bodoh. Padahal Orang Rimba tidak miskin dan juga tidak bodoh.’* (p 51)

Comprehension questions

1. What does the group from *Inhutani* think about WARSI and their work?
2. Discuss the differing perspectives on the concept of ‘development’ presented in this extract.
3. Explain Helen Cruz’s statement: “*Orang kotalah yang terbelakang.”*
4. The term ‘*orang kubu’* is an example of a stereotype. How does this stereotype impact negatively on the *Orang Rimba*?
5. At the end of this extract, Butet says, “*Aku masih perlu banyak belajar* *dan diberi banyak masukan*.” What does this statement reveal about her character?

Activity

Write an article for your school magazine about the impacts of stereotyping. Write approximately 200 words in Indonesian.

Extract 4 – pages 59 to 64

Summary

Willy and Hadi reveal to a group of elders the purpose underlying Butet’s mission. Butet is frightened by the unquestionably hostile response. The *Orang Rimba* are offended by the suggestion they require ‘education,’ also believing that education will bring with it an end to their traditional lifestyle. They are also fearful education will bring upon them bad luck in every sense. The words, “Do not meddle in our traditions” echo in Butet’s mind as she instantly feels conflicted, questioning her own good intentions. Butet is instructed to make immediate preparations to leave.

In the days prior to Butet’s expected departure, the tension between Butet and the *Orang Rimba* begins to subside, although it is not forgotten by some. Butet gains some respect when she accepts a portion of hunted wild boar. Believing that outsiders, who cannot be trusted, are all Muslim, the *Orang Rimba* nickname Butet ‘the rebellious one’, not knowing she is in fact Christian.

Butet reflects on the reasons behind the *Orang Rimba*’s hostile resistance to ‘education’, as they understand it. In doing so, she begins to more fully comprehend that ongoing change to the natural landscape, with the rubber plantations closing in on the *Orang Rimba*, has already placed their hunter-gatherer lifestyle at significant risk, to the point of very real fear of pending extinction. She similarly begins to see that the *Orang Rimba*’s relationship with nature is not purely one of dependency, but is also highly spiritual. With ongoing destruction of sacred land at the hands of the outside world, Butet begins to understand the extreme cynicism met by the very thought of ‘education’ delivered by the outside world.

Vocabulary

*belahan* – a part/half of

*benak* – mind

*camkan* – to keep in mind

*kerepotan* – hassles

*ladang* – field

*lazim* – prevalent/generally

*leluhur* – ancestor

*makan keroyokan* – to eat together from one big plate

*melahap* – to gobble up

*membekas* – made an impression

*mencairkan* – to melt

*mengacaukan* – to screw up

*menghebohkan* – exciting

*mengoceh* – to blabber

*peramu* – gatherer

*sasaran* – target

*senantiasa* – *selalu* (always)

*serta-merta* – immediately

*telanjur* – already happened

*terlontar* – ejected

*tidak disangka-sangka* – unexpectedly

*usik-usik* – to disturb

Prescribed issues

| **Issue** | **Description** |
| --- | --- |
| Relationships | In this extract, conflict occurs between Butet and the *Orang Rimba* when the purpose of her work is revealed. The *Orang Rimba* are furious and reject Butet’s proposal to teach them to read and write, asking her to leave immediately. The past experiences of the *Orang Rimba* have led them to assume and believe that outsiders like Butet bring bad luck. They also assume that Butet is a Muslim, despite the fact that she is a Christian – the *Orang Rimba* stereotype Butet. |
| Advocacy | When the *Orang Rimba* learn of WARSI’s desire to introduce education programs, they mistakenly characterise Butet’s motivations, believing that she is an outsider interfering with their traditions.Despite Butet’s best intentions, the *Orang Rimba* believe that education and literacy in any form will adversely affect their traditions and culture. This leads Butet to experience an inner conflict. |
| Impact of change | The *Orang Rimba’s* fear of change and distrust of outside influences is clear when they ask Butet to leave. They are concerned about the impact of education on their traditional identity. Butet discusses her admiration for the *Orang Rimba* in this extract, particularly that they are determined to maintain their traditional laws and culture in a modern world.  |

Examples of language techniques

* Metaphor – *‘Aku berusaha mendekati mereka lagi hanya untuk mencairkan hubungan yang telanjur tegang…’* (p 60)
* Simile – *‘…Orang Rimba begini, bukankah akan terlihat seperti sirkus?’* (p 61)

Comprehension questions

1. Why do the *Orang Rimba* see education as a threat?
2. Why is Butet increasingly accepted by the *Orang Rimba*?
3. Describe the relationship between the *Orang Rimba* and their environment, as presented in this extract.

Activity

Debate the following statement in class: “The most important education comes from outside the classroom”. Present your views in English or Indonesian.

Extract 5 – pages 101 to 105

Summary

Butet has been indirectly and somewhat obtusely teaching the *Orang Rimba* children numbers and letters through cycling and martial arts lessons. She is highly encouraged by the children’s curiosity to learn the very basics of numeracy and literacy.

As Butet withdraws from the children to complete a diary entry, the children look on whispering, until one approaches and requests, “Ibu, give us a school”. Butet is immediately conflicted; while she is delighted to have made such rapid and successful progress with the children, she is highly fearful of the renewed hostility among the elders upon learning that their children have been exposed to education.

Butet attempts to dampen the children’s enthusiasm by encouraging them to attend the local village school. The children reject Butet’s suggestion, being both distrustful of the teachers and unwilling to leave the jungle.

The children visit Butet at her host family’s home. With the complicity of the children, Butet surreptitiously conducts lessons with them. The children hide evidence of these lessons from their parents, such as pencils and books. They are fully aware of the ongoing tension and resistance of the elders towards education delivered through the outside world and do not want to get in trouble.

Vocabulary

*abjad* – alphabet

*alihkan* – to switch

*angka* – number

*berebut* – to scramble

*cuek-cuek* – ignorant

*denda* – a fine

*dihardik* – to be rebuked

*dilipat-lipat* – to be folded several times

*ganjaran* – reward

*jarum* – needle

*melongok* – to look up (to see)

*menatap* – to stare

*menirukan* – to imitate

*menyalin* – to copy

*menyembunyikan* – to hide

*menyingkir* – to step aside

*susah payah* – great difficulty

*susunan* – arrangement

*tahap* – stage/phase

*tergesa-gesa* – hastily

*terperanjat* – startled

Prescribed issues

| Issue | Description |
| --- | --- |
| Relationships | Butet builds relationships with the *Orang Rimba* children as she continues to teach them informally. She is still innately aware of the ongoing conflict with the elders, who are fearful of outside education.  |
| Advocacy | The *Orang Rimba* children are keen to learn about letters and numbers. Butet is overjoyed when the children ask for a school, but is worried about proceeding for fear of destroying the relationships that she has built. |
| Impact of change | Butet begins to teach the *Orang Rimba* children about how reading and writing is used in the outside world. She realises that the children are most interested in learning about things when they are relevant to their own world. |

Examples of language techniques

* Metaphor – *‘Aku takut antusiasme mereka pada angka dan huruf akan menjadi boomerang bagiku…’* (p 103)
* Simile – *‘Mereka menirukannya dengan susah payah, kaku sekali seperti robot.’* (p 103)

Comprehension questions

1. Discuss the significance of the title of this extract: *“Ibu, Beri Kami Sekolah!”*
2. Why does Butet say *‘Sebetulnya aku takut sekali’* on page 104?
3. Contrast the attitudes towards education of the *Orang Rimba* children and their parents.
4. The concept of *‘malu’* is quite complex in Indonesian. Explain why the *Orang Rimba* children feel *‘malu’* in this extract.

Activity

Role-play

A student takes on the role of a *Rimba* child, and the other of the parent. Write and present the script of a conversation in which the *Rimba* child tries to persuade their parent to let them go to school.

Extract 6 – pages 188 to194

Summary

Robert, from WARSI, helps to set up *Sokola Rimba*. The plan is submitted to the elders, the oldest and most respected of whom demonstrates support for the initiative.

With only 8 days until her departure, Butet feels she has insufficient time to establish positive relationships with many of the children, who remain fearful of her. She observes that Gentar and Linca have a positive effect on the learning environment.

With the children free to choose their own ‘teacher’, Butet makes brief appearances in lessons, but does not overstay her welcome for fear of further intimidating the children with her presence. She maintains her distance and continues to plan her ‘home-made’ curriculum to best meet the needs of the *Rimba* children.

An older man visits *Sokola Rimba*, demanding Gentar’s attention. He wishes to learn but refuses to be taught by children or by Butet. Butet explains that the new student’s attitude towards her stems from a position of respect; culturally, it is highly demeaning to stare at a woman, so he insists on keeping his distance. He demands that Robert teach him. However, Robert is entirely dismissive, explaining that he is a poor teacher. The new student settles for Gentar and occasionally Linca as his teachers. The former, in particular, routinely complains to Butet that the older man is a very difficult student, who does not receive correction well. Butet maintains her distance and is mildly amused by the attitude of the belligerent new student.

Butet observes that Gentar and Linca’s group made much more impressive progress than that of *Rombong Kedundung Muda* at Air Hitam. Butet attributes this to much higher levels of self-motivation and belief in the benefits of education. They study under pressure, defying the belief that school is taboo. In contrast, the kids here lack curiosity, and even though their parents approve, they lack motivation.

Vocabulary

*acuh* – indifferent

*aksara* – script/letter

*berbaring* – to lay down

*bersikap maklum* – understanding

*deretan* – a line of

*diajukan* – to put forward

*kecaman* – criticism

*kelak* – later in the future

*memamerkan* – to show off/to display

*mencolok* – striking

*mencontek* – to cheat

*mengamuk* – to rampage

*mengangguk-angguk* – to nod the head

*mengiyakan* – to agree/to approve

*menolak mentah-mentah* – to reject outright

*menyela* – to interrupt

*menyusun* – to arrange

*meringis* – grimace

*nekat* – determined

*pemaksaan* – coercion

*semprot* – to spray

*sungkan* – reluctant

*terusik* – disturbed

*tinju-tinju –* boxing

Prescribed issues

| **Issue** | **Description** |
| --- | --- |
| Relationships | Although she has been successful in starting *Sokola Rimba*, Butet’s daily relationship with the *Orang Rimba* continues to be complicated, and she is cautious in her interactions with them as she does not want to undermine the success of the project.Family relationships among the *Orang Rimba* are also explored in this extract. The parents are supportive of their children’s participation, but the children are allowed to decide themselves if they wish to learn or not.  |
| Advocacy | Butet and Robert from WARSI begin to set up *Sokola Rimba* to provide education to a particular group of *Orang Rimba*. The chief is supportive and explains the benefits of receiving an education to his group. Butet observes that the children enjoy learning from Gentar and Linca, leading her to increasingly believe that education must be contextual and responsive to the students’ wishes. She also compares the attitudes of different groups towards their learning, suggesting that she herself is beginning to realise the complexities that come with providing education in this context.  |
| Impact of change | Butet’s story about the older student in this extract alludes to the defined gender roles that exist among the *Orang Rimba*. Out of respect for these traditions, the older man does not wish to be taught by Butet. |

Examples of language techniques

* Metaphor– *‘Mereka bahkan akan menyemprot juga menghardik anak yang menjawab dengan salah.’* (p 194)

Comprehension questions

1. Compare and contrast Tengganai Bepak Meratai’s views about education with those of other *Bepak* encountered by Butet.
2. Summarise the differences between the 2 groups described on pages 192-193.
3. What evidence is there in this extract to suggest that Butet’s efforts are beginning to become successful?

Activity

Which picture below best represents you as a learner? Explain your answer by writing a paragraph in Indonesian or orally presenting to the class.

 

*(Stock images)*

Extract 7 – pages 205 to 208

Summary

Butet contrasts the roles of males and females among the *Orang Rimba*, concluding that it is much easier to be a woman in this matriarchal community. She explains how the men work at physically demanding tasks day in, day out, only to earn the harsh criticism of their wives for not working hard enough. As males, they are responsible for the wellbeing of their wives and children, being proud protectors. Frowned upon traits among men include tendencies towards anger, material greed and self-indulgence in every respect. For this reason, males are conditioned towards self-restraint. Conversely, a tendency towards materialism and being excessively demanding are attractive traits among females, as a relaxed and easy going wife will encourage laziness in her partner.

Butet is entirely stunned by the submissiveness of such outwardly proud and strong men towards women in these communities, commenting she has never seen anything like it before. She recites a traditional rhyme, which identifies males as the cucumber and females the durian, with the durian’s spikes highly destructive to the skin of the cucumber.

Vocabulary

*beban* – load

*buas* – fierce/savage

*cekikikan* – giggling

*diejek* – to be mocked/teased

*diibaratkan* – to be likened to

*gadis lapuk* – spinster

*mahar* – dowry

*mengekang* – to curb

*menggerutu* – to grumble

mengolok-olok – to mock

*menimpa* – to fall on top of

*nafsu* – lust

*nimbrung* – to come together

*pemerkosaan* – rape

*pengemban* – carrier

*perkara* – issue

*perut buncit* – big stomach (pregnant)

*rotan manau* – rattan

*sayup* – faint

*seloka* – poem/verse

*telantar* – neglected

*terkendali* – controlled

Prescribed issues

| **Issue** | **Description** |
| --- | --- |
| Relationships | The family unit of the *Orang Rimba* is explored in this extract, including the dynamic between *Rimba* wives and their husbands. Butet feels grateful for her good relationship with the *Rimba* women, despite the fact that they always make fun of her.  |
| Impact of change | Butet describes the gender roles of the *Rimba* men and women in detail, acknowledging that they are matriarchal in their nature and are different to what she is used to. While the men are the self-restrained providers of the family, the women are more dominant and demanding. |

Examples of language techniques

* Irony – ‘*Sedangkan perempuan yang cerewet dan materialistis, justru dianggap akan membuat anak-anaknya “kenyang”, tidak telantar… Perempuan yang tidak cerewet, tidak akan membuat suaminya rajin bekerja.’* (p 207)
* Analogy – *‘Durian di sini diibaratkan perempuan, sedangkan timun adalah laki-laki.’* (p 208)

Comprehension questions

1. Explain why Butet says *“Dan betapa beruntung menjadi perempuan rimba dibandingkan laki-laki rimba”*.
2. Explain the verse on page 208 and how it relates to gender roles.
3. How has Butet’s understanding of the gender roles changed since her first encounters with the *Orang Rimba* community?

Activity

Research the changing nature of gender roles in the 21st century. Present your findings to the class.

Extract 8 – pages 222 to 225

Summary

In reflecting on her success, Butet recalls practical ways in which education has benefitted the *Orang Rimba*. She has observed the ways in which access to basic numeracy has enabled the *Orang Rimba* to trade without fear of being cheated. She also recounts the way in which a dispute with a local village is to be settled with a written agreement, which the *Orang Rimba* are now able to negotiate to the very last detail. She cynically compares the success of the school, from a WARSI perspective, to the statistical data of missionaries in citing increased numbers of conversions. When declaring her intention to resign in order to pursue her studies, WARSI staff attempt to dissuade her by citing improved participation rates. However, Butet remains insistent that quantity of participants is secondary to both the quality and practicality of the education being delivered. When a child approaches Butet to ask why their access to education has done nothing to prevent the ongoing threat to the natural landscape, Butet is again conflicted as she concedes that access to basic education alone is no match for oppressive external forces.

Vocabulary

*cicip* – to taste

*jatah* – ration

*memaklumi* – to understand

*mencapjempoli* – to thumbprint as to sign something

*mengalikan* – to time/to double

*mengganjal* – to block

*naïf* – naive

*nyentil* – criticising

*penekanan* – to emphasise

*perseteruan* – fight

*ribut-ribut* – fuss

*tatapan* – stare

*terbengong-bengong* – dumbfounded

*tertera* – written

*ujar* – said

Prescribed issues

| **Issue** | **Description** |
| --- | --- |
| Relationships | Butet comments on her evolving relationship with the *Orang Rimba*, pointing out that a chief who initially rejected her now treats her like an adopted daughter. |
| Advocacy | Butet reflects on the ways that education has helped the *Orang Rimba*, such as by being able to read and understand agreements made about the rainforest. She proudly recounts a story where one of her *Rimba* students recites an agreement in front of the villagers. Butet is in disagreement with her WARSI colleagues about the place of education, insisting that the raw number of *Rimba* students is not a useful tool to measure the success of their educational programs, and that quality is more important.The importance of self-determination is explored; Butet is adamant that she wants the *Orang Rimba* to be able to defend themselves and determine their own future. |
| Impact of change | Despite the positive impact of her work, Butet remains concerned about the magnitude and inevitability of the threats and environmental concerns facing the *Orang Rimba*. This is especially highlighted when her students question why the rainforest is still disappearing around them, despite their increased level of education.  |

Examples of language techniques

* Simile – *‘Ia pun balas tersenyum, lebar sekali. Seperti anak kecil yang dipuji orang tuanya karena mendapatkan angka 10 di sekolah.’* (p 223)
* Analogy *– ‘Tapi kalau cuma tambah-tambah murid, aku merasa seperti misionaris: cari murid dan cari murid terus. Dibaptis dengan baca-tulis, lalu ditinggalkan.’* (pp 224-225)
* Questioning – *‘Lalu, cukupkah hal itu dijawab dengan pendidikan yang* seuprit*? Hanya dengan bisa baca-tulis?’* (p 225)

Comprehension questions

1. Summarise the benefits of education for the *Orang Rimba* as presented in this extract.
2. Explain why Penyuruk’s actions are significant.
3. How does Butet use analogy effectively in this extract?
4. On page 225, Butet outlines her vision of how education can empower the *Orang Rimba.* Do you agree with her perspective?

Activity

Using the internet, find a copy of the 1948 UN Universal Declaration of Human Rights. There are 30 items or ‘articles’ within the declaration. Choose 3 of these ‘articles’ and research or discuss these with your class. Then, find a copy of the UN Declaration in Bahasa Indonesia and translate your 3 chosen articles.

Extract 9 – pages 231 to 235

Summary

Butet reflects on the media attention the *Orang Rimba* have attracted, both domestically and internationally. She is frequently in dispute with WARSI colleagues when introducing the *Orang Rimba* to any sort of change in the form of modernisation. She stands firm in her belief that the *Orang Rimba* must be enabled to maintain complete independence. This includes any decisions for or against change. Butet is similarly disapproving of media depicting the *Orang Rimba* as helpless and pessimistic about their own future. She challenges the media to depict them as a proud people who have actively and proudly resisted change to maintain their traditional lifestyle. She fears that a focus on aid and sympathy encourages within the *Orang Rimba* a self-perception of powerlessness. Butet believes that their sustainability lies not only in the preservation of the remaining rainforest, but also in the *Orang Rimba’s* right to self-autonomy.

Vocabulary

*arus* – current

*bolong* – lubang (hole)

*digiring* – herded

*dilemparkan* – to be thrown

*gurun* – desert

*keceriaan* – happiness

*melampaui* – to go beyond

*mentok* – can’t go beyond/as far as they go

*patok* – peg

*patut* – proper

*rangkong* – hornbill (bird)

*rimbun* – lush

*sobat* – *sahabat* (friend)

*sudut* – corner

*tegakan* – stand

*tersiksa* – tormented

*tipuan* – trick

*ulasan* – review

Prescribed issues

| **Issue** | **Description** |
| --- | --- |
| Relationships | Butet experiences conflict in her working relationships with WARSI, who hold different opinions about the impact of outside influences on the *Orang Rimba.*  |
| Advocacy | After her experiences, Butet has become firmer in her motivations and agenda for working with the *Orang Rimba*. She explains that she has no vested interests; instead, her sole focus is on the independence and self-autonomy of the *Orang Rimba* to decide their own future as it changes. Butet also alludes to WARSI’s fear that if the *Rimba* are influenced by the outside world, they will no longer need or care about the rainforests. Butet criticises the media’s portrayal of the *Orang Rimba*, who are often framed pessimistically. She suggests that advocacy is complex in this regard, as it can sometimes reinforce feelings of powerlessness.  |
| Impact of change | This extract explores the relationship between the *Orang Rimba* and change, with Butet insisting that the *Orang Rimba* themselves should be able to decide how much to engage with modernity. She reflects on the strong identity of the *Orang Rimba*, refusing to accept that their identity is lost when they choose to wear shorts or ride a motorbike. |

Examples of language techniques

* Questioning – *‘Lalu, benarkah kalau Orang Rimba sudah berubah akan mengganggu konservasi hutan? Benarkah mereka akan tidak membutuhkan hutan lagi?*’ (p 232)
* Irony – *‘Lalu, siapakah sebenarnya yang berperan besar menghancurkan hutan?’* (p 233)

Comprehension questions

1. Why does Butet say *‘Identitas seseorang memang kompleks’*?
2. Outline the global environmental issues discussed in this extract. What do you know about these problems?
3. How are the *Orang Rimba* often portrayed to the outside world? How does this negatively affect their future?
4. Explain the effect of the author’s use of questions on page 235.

Activity

Draw a mind-map that represents your identity. What influences or shapes your identity? How has this changed over time and over the course of your life? Explain your mind-map to your classmates in Indonesian.

Extract 10 – pages 321 to 322

Summary

Over ten years later, Butet published an epilogue of her memoirs, following up on the former students of *Sokola Rimba*. This extract focuses on Gentar.

In contemplating Gentar’s success, Butet is reminded of a description made by a journalist of the sacred *sialang* tree surrounded by the cultivated rubber plantation. Now Gentar, wearing his loincloth, drives about these rubber plantations, whilst using his mobile phone. Butet equates Gentar with the *sialang* tree – the lasting heritage of *Orang Rimba* tradition against a backdrop of the profit-driven modern world. With the *sialang* tree symbolic of *Orang Rimba* tradition, and the rubber plantation symbolic of the modern world, Butet laments that the former cannot compete against the might of the latter: “The rubber plantation cannot hear the honey tree screaming that it cannot produce honey without the surrounds of the natural forest.” Butet explains that natural honey from the forest cannot be substituted through modern cultivation or invention, just as the traditional lifestyle of the *Orang Rimba* cannot continue to exist through artificial intervention.

Internally, Butet questions the inevitability of modernisation, asking herself: “Should Gentar reject cars and mobile phones, which are already all around him, so that he remains ‘pure’?”. In questioning what it means to be ‘pure’, Butet concludes that there is a place for modernisation among the *Orang Rimba*, who have successfully maintained their traditional lifestyle whilst benefitting from the advantages that vehicles and mobile phones bring.

The extract ends with Butet’s reflections of the contradictions of modernity, her final example being visible footprints on the toilet seats of shopping mall complexes and airports.

Vocabulary

*berdiri tegak* – to stand up straight

*berebut* – to scramble

*berternak* – to raise cattle

*cawat* – loincloth

*lebah* – bee

*mengisap* – to suck

*murni* – pure

*satir* – satire

*sekerat* – a piece of

*sobekan* – a scrap of

*telapak* – palm (hand)

*tergilas* – to run over

*tumbang* – uprooted

Prescribed issues

| Issue | Description |
| --- | --- |
| Impact of change | In this extract, Gentar becomes a symbol of the complex balance between traditions and modernity, as he drives around wearing a loincloth and using a mobile phone. Butet concludes that while modern influences will inevitably affect the *Orang Rimba*, they can still continue to maintain their traditional culture and values.  |

Examples of language techniques

* Analogy – *‘…situasi pohon madu itu persis seperti profil Gentar.’* (p 321)
* Personification – *‘Pohon sawit tidak mau mendengarkan teriakan pohon madu…’* (p 321)

Comprehension questions

1. Why does Butet compare Gentar with the honey tree?
2. Discuss the problematic nature of technology for both the *Orang Rimba* and *orang kota*.

Activity

Create a poster to promote the responsible use of technology in your school.

Scaffold for an evaluative response

To get a better understanding of the prescribed issues, you should write your thoughts and ideas as they form.

Before reading each extract, write down what you know about the prescribed issues. This might be keywords, concepts related to the themes or reflect a wider understanding of the text.

After reading the extract, compare what you initially thought before reading to what you know after reading the extract.

| Questions | Response |
| --- | --- |
| Before – what do I know about the prescribed issue? |  |
| Before – key words, concept related to themes |  |
| After – what I know about the prescribed issue after reading the extract |  |
| After – new ideas, vocabulary, further questions to investigate |  |

Sample analysis of text questions

Extract 5

Section 1 – Part A

* 1. Why does Butet write *“Sebetulnya aku takut sekali*” at the end of this extract? **2**
	2. *“Ibu, beri kami sekolah!”* Discuss the significance of this statement in the context of Butet’s journey and the novel as a whole. **4**
	3. How are differing attitudes towards education conveyed in this extract? **5**

Extract 1

Section 1 – Part B

Write approximately 200 words in Indonesian.

*“Aku bertemu mereka! Manusia yang disebut sebagai Orang Rimba (OR). Ya, kami sampai di pinggir hutan sisi selatan hutan kawasan Bukit Duabelas. Rupanya begitu tradisinya, aku diperkenalkan sebagai orang baru yang mau belajar tentang adat istiadat Orang Rimba. Dan Orang Rimba situ (menjadi) kelihatan tidak masalah, senang-senang saja, karena dalam beberapa hal WARSI juga sering membantu mereka.”*

Imagine you are Butet and you have just had your first interaction with the *Orang Rimba*. Upon returning home, you write a letter to a friend reflecting on your experiences.

Sample speaking and writing task

It takes a village to raise a child. Write an article for a local newspaper discussing this statement.

*Anak-anak dididik dalam komunitas. Tulislah artikel untuk surat kabar lokal yang mendiskusikan pernyataan ini.*

Related texts

General

* [The Jungle School](https://thejungleschool.wordpress.com/sokola/)
* [Film review](https://www.thejakartapost.com/news/2013/11/17/education-liberates-sokola-rimba.html)

Relationships

Family

1. [*‘Anti punya orangtua tiri, Mengapa?’*](https://wartakota.tribunnews.com/2013/07/01/anti-punya-orangtua-tiri-mengapa)
2. [*‘Meski berpisah intip tips besarkan anak bersama’*](https://gaya.tempo.co/read/1165848/meski-berpisah-intip-tips-besarkan-anak-bersama/full?view=ok)
3. [*‘Apa kriteria bahagia untuk seorang anak tilik? Penjelasan pakar’*](https://gaya.tempo.co/read/1155949/apa-kriteria-bahagia-untuk-seorang-anak-tilik-penjelasan-pakar)
4. [*‘Punya adik baru harus tahu cemburunya Si Sulung’*](https://www.google.com.au/amp/s/www.popmama.com/amp/big-kid/6-9-years-old/ajeng/punya-adik-baru-mama-harus-tahu-cemburunya-si-sulung)

Prejudice

1. [*‘5 Dampak Negatif Bila Kamu Terlalu Larut pada Prasangka Buruk’*](https://www.google.com.au/amp/s/www.idntimes.com/life/inspiration/amp/dewinner93/dampak-negatif-larut-prasangka-buruk-c1c2)

Conflict

1. [*‘Waspada, ini 5 tanda sahabat iri hati!’*](https://www.google.com.au/amp/s/m.merdeka.com/amp/gaya/waspada-ini-5-tanda-sahabat-iri-hati.html)
2. [*‘Inilah jenis-jenis masalah dalam keluarga yang paling sering terjadi’*](https://abiummi.com/inilah-jenis-jenis-masalah-dalam-keluarga-yang-paling-sering-terjadi/)

Advocacy

Human rights and social justice

1. [*‘Rumah bagi Orang Rimba gagal berulang kali, mengapa?’*](https://www.mongabay.co.id/2018/08/19/rumah-bagi-orang-rimba-gagal-berulang-kali-mengapa-bagian-2/)
2. [*‘Selesaikan konflik lahan begini kesepakatan Orang Rimba dan Wana Perintis’*](https://www.mongabay.co.id/2016/10/21/selesaikan-konflik-lahan-begini-kesepakatan-orang-rimba-dan-wana-perintis/)
3. [*‘Indonesia’s Orang Rimba: Forced to renounce their faith’*](https://www.bbc.com/news/world-asia-41981430)
4. [*‘Ini sikap politik solidaritas perermpuan’*](https://majalahkartini.co.id/berita/ini-sikap-politik-solidaritas-perempuan/)
5. [*‘Pemenuhan hak anak marjinal di hari anak nasional’*](https://majalahkartini.co.id/berita/pemenuhan-hak-anak-marjinal-di-hari-anak-nasional/)

Motivation

1. [*‘Para pahlawan Olympiade Indonesia kembali ke tanah air’*](1.%09https%3A/majalahkartini.co.id/berita/peristiwa/para-pahlawan-olimpiade-indonesia-kembali-ke-tanah-air/)

Role of education

1. [*‘3 cewek ini berprofesi di bidang pekerjaan mayoritas cowok, lho!’*](https://www.gadis.co.id/ngobrol/3-cewek-ini-berprofesi-di-bidang-pekerjaan-mayoritas-cowok-lho-)

Impact of change

Environment

1. [*‘Rumah bagi Orang Rimba benarkah solusi?’*](https://www.mongabay.co.id/2018/08/12/rumah-bagi-orang-rimba-benarkah-solusi-bagian-1/)
2. [*‘Jaga kelestarian lingkungan, konsumen diajak kurangi plastik sekali pakai’*](http://www.balipost.com/news/2019/03/17/70869/Jaga-Kelestarian-Lingkungan%2CKonsumen-Diajak...html)
3. [*‘Yuk, jadi relawan lingkungan!’*](https://www.gadis.co.id/ngobrol/yuk-jadi-relawan-lingkungan-)

Traditions and values

1. [*‘Nilai-nilai budaya tradisional menuju budaya modern’*](https://www.kompasiana.com/elok30/59b54099085ea63c92120d13/nilai-nilai-budaya-tradisional-menuju-budaya-modern)
2. [*‘Menag: Agama tak bisa menghancurkan budaya dan tradisi lokal’*](https://www.cnnindonesia.com/nasional/20181103204125-20-343786/menag-agama-tak-bisa-menghancurkan-budaya-dan-tradisi-lokal)
3. [*‘Akhir konflik dengan Wana Perintis, Orang Rimba bisa kelola lahan’*](https://www.mongabay.co.id/2016/11/02/akhir-konflik-dengan-wana-perintis-orang-rimba-bisa-kelola-lahan/)
4. [*‘Rocker Balik kampung hadirkan cerita penuh budaya dan tradisi’*](https://www.gadis.co.id/sinema/rocker-balik-kampung-hadirkan-cerita-penuh-budaya-dan-tradisi-)
5. [*‘Menag: Agama tak bisa menghancurkan budaya dan tradisi lokal’*](https://www.cnnindonesia.com/nasional/20181103204125-20-343786/menag-agama-tak-bisa-menghancurkan-budaya-dan-tradisi-lokal)

Identity

1. [*‘Kesenjangan antar generasi di tempat kerja berdasarkan hasil survei’*](https://www.kompasiana.com/velyzega/5a650a7bf133440f0d17ad04/kesenjangan-antar-generasi-ditempat-kerja-berdasarkan-hasil-survei)