

# ***INTRODUCTION***

The teaching of L.O.T.E.s has seen rapid development recently as educationalists started to fully comprehend the importance of Australians communicating with the rest of the world on their terms. They realized that it was unacceptable to expect people of other nations to do all the work and learn English, but preferable for Australians to go half way and to learn L.O.T.E.s. It was realized that a feeling of brotherhood between nations can only develop this way. Especially with our near neighbors. With over 200 million people so close to us, Australians are truly missing out if they don't acknowledge and appreciate Indonesia's existence as a vital part of Australia's future. Australia has long since cast aside the notion that Australia should be mono-cultural, isolated from the enormous diversity of cultures so close to us. The sense of fulfillment and breadth of understanding that it is hoped comes from appreciating the richness of other peoples cultures is a major goal of education. It is a vital component in the development of a just, wise and vital society and is one of the reasons the teaching of L.O.T.E.s has developed in the modern curriculum. It also goes without saying that learning another language develops the intellect and broadens the understanding of language in general. By opening the mind to another language we automatically open the mind to new possibilities of overall language development, with positive spin-offs to the student's English language development.

**Indo Chants** is aimed at facilitating the teaching of L.O.T.E. Indonesian, and is especially suitable for Primary and Secondary education. It is aimed specifically at improving students grasp of daily conversational Indonesian that they would be expected to find in genuine everyday situations. Pronunciation is best corrected from the time someone first starts to learn a new language, and the **Indo Chants** are especially good for this. Though aimed at Primary and Secondary education, **Indo Chants** can be effectively used by anyone who has not yet been introduced to conversational Indonesian.

## **Why chant?**

Children love to chant and sing and rhyme. It comes naturally to them. Just watch children in play and you will see chants songs and rhymes being used in their own choice of playground activities. This is rather convenient, as chants, songs and rhymes are also great vehicles for facilitating the long term

retention of language. It is often the chants, songs and rhymes which stay with us because of the repetition and rhythm which is a natural part of them.

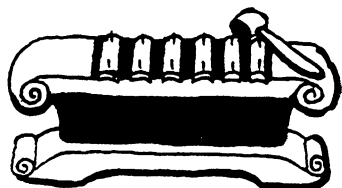
Chants, songs and rhymes are also an excellent way to develop the students voice projection, which can be a little difficult in a L.O.T.E. where the confidence of the students may be less than it is for their first language.

When it comes to teaching a L.O.T.E. there are certain advantages that chants have over songs. Firstly they do not have to rhyme so that the choice of words is more open. This enables us to target specific language forms, which in the case of **Indo Chants** is everyday situations and commonly used conversational Indonesian. Secondly there is no requirement for the singers to follow notes as is necessary in songs. In a chant you just follow the rhythm which allows the students to be as expressive and energetic as the situation allows. The **Indo Chants** cover a wide range of situations and a wide range of emotions, from joy to disappointment to anger. This shows the students that emotion and expression are a vital component of communication, no less in a L.O.T.E. than in English. It is the colour that embellishes the language.

Older children and adults may not chant in their free time as much as younger children, but they are sure to be captured by the energy and vitality of the chants, and don't forget that variety is the spice of teaching...or so they say.

# ***THE GAMELAN ORCHESTRA***

The instruments used for the **Indo Chants** are described below, and are all played in the Yogyakarta style except for the kecap (pronounced kechapi) and the kendang, which are played in the Sundanese (West Javanese) style. A violin has been added to illustrate the music.



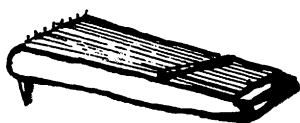
**Saron**

The saron is a type of xylophone with bronze bars and is struck with a wooden mallet. The saron defines the basic melody.



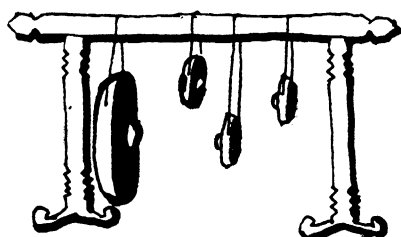
**Bonang**

The bonang consists of two rows of bronze kettles, and is struck by two sticks bound by chord at the striking end. The bonang embellishes the melody.



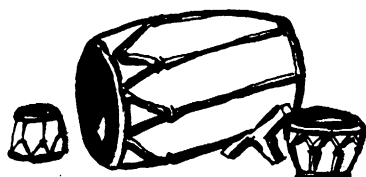
**Siter**

The siter is a plucked stringed instrument which resembles a zither, and further embellishes the melody.



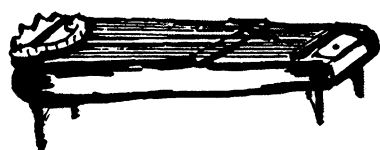
**Gong / Kempul**

The gong is made of bronze and is about one meter in diameter. The kempul is a small type of gong, usually about sixty centimeters in diameter. The gong and kempul define the structure of the song.



**Kendang**

The kendang is a type of double-ended drum. Its striking surface is made from goat skin.



**Kecapi**

The kecap is Sundanese and like a large version of the siter.

# ***CONTENTS***

	<b>Page</b>
<b>Acknowledgements</b>	i
<b>Introduction – Indo Chants</b>	ii
<b>Formal Vs. Informal Indonesian</b>	iv
<b>The Gamelan Orchestra</b>	v
<b>Curriculum Connections</b>	vi
<b>Contents</b>	vii
<b><i>Part A – Indo Chants</i></b>	
<b>How to use the Indo Chants</b>	xi
A B C	1
Selamat pagi, Pak	2
Sudah makan, belum?	3
Mau ke mana Bu?	4
Naik apa?	5
Sering ke pantai?	6
Cari apa?	7
Kalau sudah besar	8
Apa ini?	9
Sering ke pasar?	10
Saya mau ke Yogya	11
Pernah ke mana?	12
Baca apa?	13
Pernah ke Jakarta?	14
Permisi, mau tanya?	15
Celana baru	16
Perut saya sakit	17
Musim panas	18
Kalau bosan	19
Saya cari kamu	20
Mau tanya Bu?	21
Saya mau makan buah	22
Belum tahu dia	23
Jam karet	24
Jangan marah	25
<b><i>Part B – Action Rhymes</i></b>	
How to use the action rhymes	29
Kelinci ku	30
Gajah, binatang yang amat besar	30

Ada binatang di hutan	31
Tangan kiri	32
Kepakkan tangan mu	33
Gemuk seperti Semar	34
Berdiri tegak	35
Aku seorang kapiten	36
Topi saya bundar	36
Tepuk tangan semua	37
Lingkaran kecil	38
Satu ditambah satu	39
Tugas hari Minggu	40
Bangun tidur	40
Kepala, pundak, lutut, kaki	41
<b>Translations</b>	<b>42</b>
<b>The project Participants</b>	<b>55</b>

**ABC**

ABCDEF  
GHIJKLMN  
OPQRSTU  
VWXYZ lagi

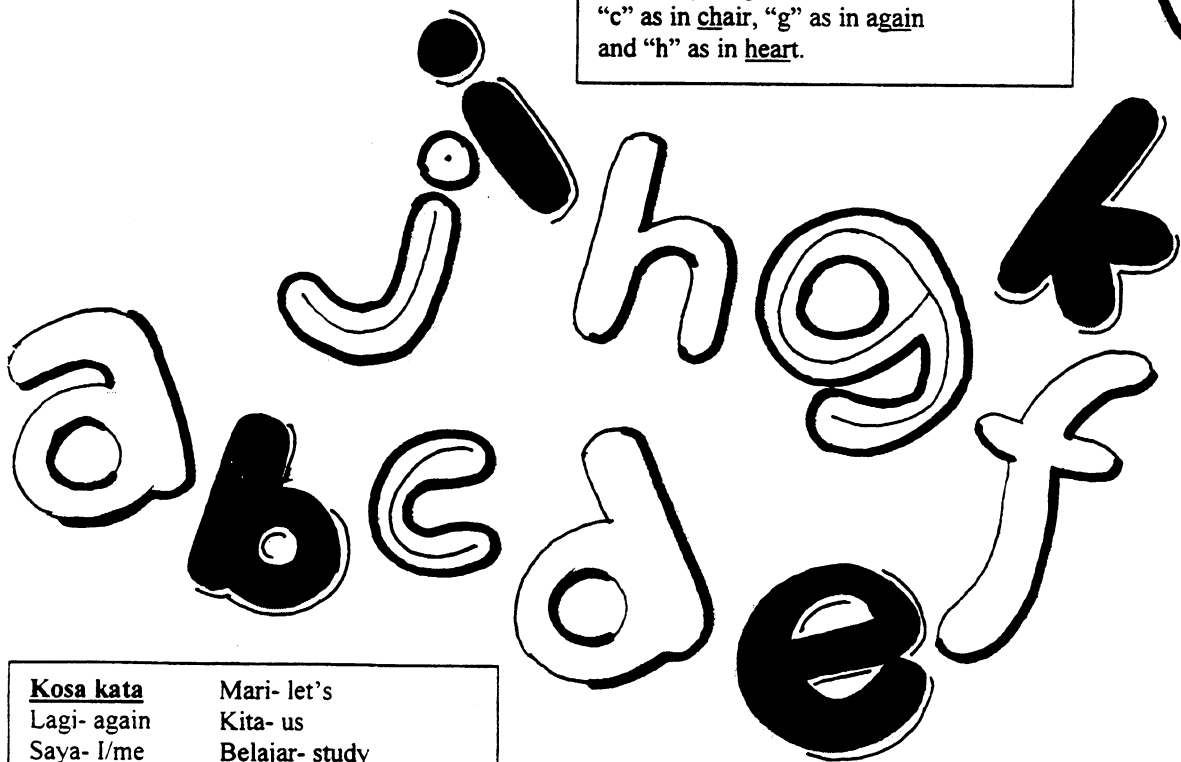
ABCDEF  
GHIJKLMN  
OPQRSTU  
VWXYZ lagi

ABCDEF  
Saya tahu A,B,C  
Mari kita belajar  
Belajar ramai-ramai



**Language /culture points**

Pay special attention to the vowels.  
“a” as in bar, “e” as in say, “i” as in sea  
“o” as in dog, “u” as in zoo.  
Other pronunciations that differ markedly  
from English pronunciation include  
“c” as in chair, “g” as in again  
and “h” as in heart.



<b><u>Kosa kata</u></b>	Mari- let's
Lagi- again	Kita- us
Saya- I/me	Belajar- study
Tahu- know	Ramai- a lot of activity