

Poetry to my ears

Answers

Exercise 1

Answers:

1.1 What sorts of aural or visual patterns are used in this nursery rhyme, such as rhyme, rhythm or repetition?

This nursery rhyme is quite simple and engaging, with a strong rhyming pattern. The rhyme is created by the repetition of the short *ā* sound at the conclusion of each of the first four lines. For example:

... ke kota
... di muka
... sedang bekerja
... baik jalannya

1.2 What sort of imagery is used in this nursery rhyme? Which senses do the images appeal to: sight, sound, touch smell or taste?

The most dominant poetic device in this nursery rhyme is onomatopoeia in the lines:

*Tuk tik tak tik tuk tik tak tik tuk tik tak tik tuk
Tuk tik tak tik tuk tik tak*

The nursery rhyme is about travelling by horse and cart, and these two lines realistically mimic the sound of the horse's hooves. The poet reinforces that this is the intended effect in the final line, '*Suara s'patu kuda*' (the sound of the horse's hooves).

1.3 Who do you think is the intended audience for this nursery rhyme?

It is clear from both the simple language, the clear images and sing-song rhythms of this nursery rhyme that the intended audience is young children.

1.4 Name some nursery rhymes that you know that are written for the same audience in English.

What similarities and differences are there between the Indonesian nursery rhyme and English-language nursery rhymes?

Some English-language nursery rhymes that I know that are written in English are *Three Little Ducks*, *Incy Wincy Spider*, *Baa Baa Black Sheep*, *Hey Diddle Diddle*, and *Three Blind Mice*.

Nursery rhymes are a popular genre for children in English. They are often set to music and feature simple stories or situations and onomatopoeia. They also can have traditional accompanying actions for the children

LINKS TO:

Stage 2, Module 17

Learning Object 3: How I express myself

to perform, such as clapping or nodding in time with the rhythm.

The extract from the popular children's nursery rhyme *Three Little Ducks* below demonstrates that it has many of the same features as the Indonesian nursery rhyme *Naik Delman*. It has regular single-syllable rhymes, a strong accentual rhythm, and uses onomatopoeia. When I was little, we used to perform actions that mimicked the words in the rhyme, such as quacking with our hands.

Three little ducks went out one day
Over the hills and far away.
Mother duck said, 'Quack, quack, quack, quack'
But only two little ducks came back.

Three Little Ducks, like *Naik Delman*, features animals, which are a common feature of both English-language and Indonesian nursery rhymes.

Both nursery rhymes use simple language and images to tell a story or create an image without any drama, conflict, or politics.

The longer version of *Three Little Ducks* has an educational aspect, because it is a way to learn to count. Many nursery rhymes have an educational aspect to them suitable for their young audience.

Exercise 2

Answers:

2.1 What types of aural or visual patterns are used in this poem, such as rhyme, rhythm or repetition?

The poem is quite easy to understand and has a strong rhyming pattern. The rhyme is created by the repetition of the sound **ah** at the conclusion of the first six lines and the sound **ee** at the conclusion of the second six lines. For example:

ah sound	ee sound
pay ah	petani
saw ah	ani-ani
kal ah	hari
mur ah	pagi-pagi
goy ah	berbagi

2.2 What sort of imagery is used in this poem? Which senses do the images appeal to: sight, sound, touch smell or taste?

The words *susah payah* and *berjemur*, create an image of someone working hard in the rice field. His skin becomes dark and hot because of the sun and he is sweating. It is clear that life is not easy for this person. The phrase *tekadmu tidak akan goyah* creates the sense that even though life is hard, this person perseveres. I can almost see the determination on his face, of not wanting to give up.

2.3 What overall picture of nature does the poem create?

The overall picture this poem creates is that of nature as an adversary.

Rice is the staple food in Indonesia, and yet the life of the rice-field farmers or workers (*petani sawah*) is not easy. They get sunburnt from working long days in the rice field, they have to fight plagues of field mice, and they start work very early in the morning. They work very hard without the labour-saving machinery many Australian farmers use, and yet their crops are sold cheaply and they have to share their income with the owner of the rice field (if they are workers), and the middle-men, who buy the rice from them and sell it to the vendors in the markets in towns and cities.

2.4 How does the depiction of nature in this poem reflect your understanding of Indonesian values, attitudes and beliefs?

The depiction of nature in this poem suggests that for the underprivileged or *orang kecil* in Indonesia, life is hard; but people accept their lot in life and, instead of giving up, they continue fighting. The last line of this poem, *terima kasih atas jasa petani*, suggests that other people do not always appreciate the contributions that farmers make and have to be reminded to thank them.

Exercise 3

Answers:

3.1 What differences and similarities are there in the patterning devices used in the two poems?

The two poems are very different in terms of their structure, themes, audience and purpose. The first poem, a children's nursery rhyme, makes use of rhyme, a rhythmic pattern and some onomatopoeia to achieve its purpose of entertaining young children. The second poem, while also using a strong rhyming pattern, does not have a strong rhythm and therefore does not have a similar sing-song feel.

Both poems use simple language. In the nursery rhyme, the language contributes to the simplicity and clarity of the image, while in *Kekecewaan Petani*, the simple language highlights the hardship that is faced by the rural workers.

3.2 What differences and similarities are there in the imagery and figurative language used in the two poems?

There was no figurative imagery used in either of the poems, both poems making use of concrete language and images to entertain, inform and inspire their audiences. The only figurative aural device used was onomatopoeia in the final two lines of the nursery rhyme to mimic the sound the horse's hooves pounding on the road surface.

For example:

Tuk tik tak tik tuk tik tak tik tuk tik tak tik tuk
Tuk tik tak tik tuk tik tak

3.3 What strategies did you use when you came across unfamiliar words?

Describe the process you used to discover the meanings of at least two words.

Most words in the two poems are not difficult to understand because I have come across them before. Some new expressions like *susah payah*, *tekad* and *jasa* can be found in the dictionary. There are two words that have the prefix *ber-*. They are *berjemur* and *berbagi*. I know the prefix *ber-* means that the word is an intransitive verb and therefore worked out that *berjemur* means to sunbathe and *berbagi* means to share.

3.4 Which poem did you find easiest to read and understand?

The nursery rhyme about travelling by horse-drawn cart was the easiest of the poems for me to understand. It was straightforward in describing how a boy and his father go into town on Sundays riding a horse-drawn cart.

3.5 Which of these poems did you like the most? Give reasons for your answer.

I like the nursery rhyme the most because it is light-hearted and fun compared to the second one, although the second poem includes an important message about the value of the farmer's work.