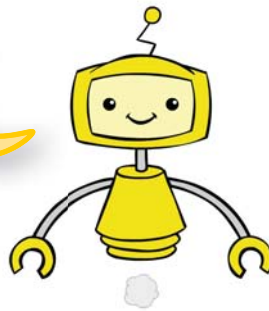


Step by step

Peter and Anna, did you get all that? I didn't realise paper making had so many steps! What was the first step again? And what do you do next? I don't think I can remember all of the steps. How can I write them down in a way that will help me remember what to do?



LINKS TO:
 Stage 2, Module 18
 Learning Object 2: The echo

PRIOR LEARNING:

Stage 2

- Module 1 Work Sheet 3: *I want to know how!*
- Module 5 Work Sheet 3: *Telling stories*
- Module 7 Work Sheet 4: *Cooking up a storm*



1 First this, then that

1

In Learning Object 2, *The echo*, Peter and Anna listened as the paper-making assistant described the process of making paper from pulp.

A set of instructions typically describes each of the steps for making or producing something.

When giving a series of spoken or written instructions, it is common to join the different steps together with linking words.

There are many different linking or transition words you can use to indicate the sequence of instructions. You have already come across many of these in previous modules.



For example:

- *pertama-tama, kedua, ketiga*
- *kemudian or lalu, berikutnya, sesudah, sebelum, sesudah itu, sebelum itu*
- *akhirnya.*

2 Going with the flow

2

Did you know that you can also represent a sequence of instructions using a flowchart?

What is a flowchart? _____

A flowchart is a diagram that visually displays a sequence of steps or stages in a process.

Characteristics _____

A typical flowchart has:

- a beginning
- a shape for each step in the process
- a simple instruction included in each shape
- arrows connecting the steps, or shapes
- an ending
- instructions that are often written in the imperative and are often incomplete: the subject of the sentence (you) is left out.



For example:



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Process

When designing a flowchart, it is important to identify the number of steps in the process and describe each step succinctly.

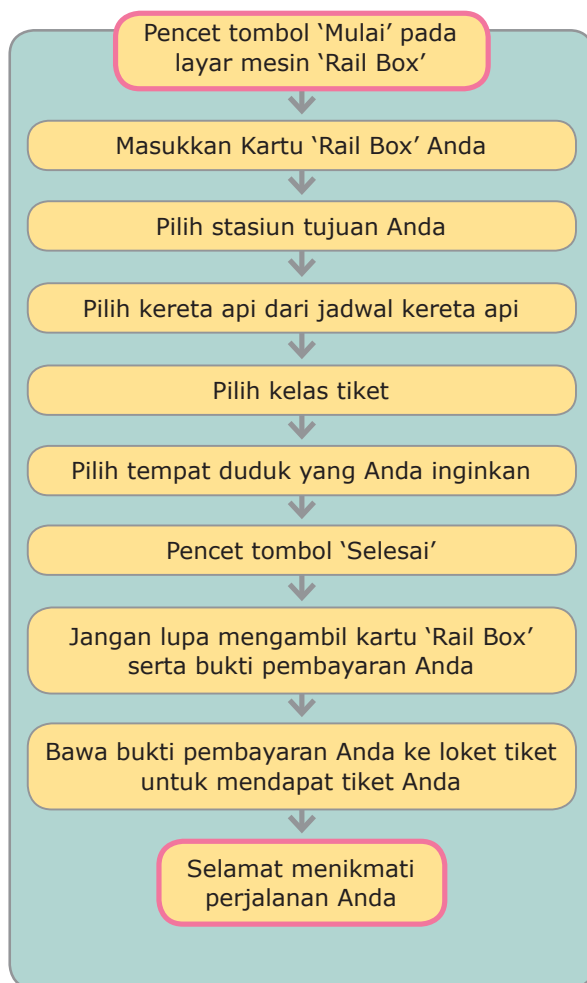
Once you have completed a draft, look at the flowchart and ask yourself:

- Are the steps in order?
- Can any of the steps be omitted?
- Are the instructions provided clear and easy to follow?

Some flowcharts incorporate optional pathways that you can follow to achieve a range of outcomes or results, or to help you make a decision.

Finally, it is a good idea to try out your flowchart by giving it to a friend or classmate to see whether they can follow the steps easily.

The flowchart below lists the steps Peter and Anna needed to follow to buy their train ticket to visit Grandma in Sekarsari.



It is imperative that ...

Softening the imperative

You may recall that in Module 1, Work Sheet 3, *I want to know how!*, you learnt the two common ways of softening the imperative in Indonesian.

You soften the imperative by:

- placing the word *tolong* (please) before the base verb, or
- attaching the suffix *-lah* to the base verb.

However, it is important to understand that it is really the tone of voice that the speaker uses that indicates whether a command is urgent, encouraging, or even angry. Spoken language allows this fine distinction but in written language this is difficult to communicate. Therefore, *-lah* is often attached, although in spoken language it is not used very often.

Think of how many different ways you can say 'come in' in English to indicate this different attitude. Similarly in Indonesian, depending on your intonation or tone of voice, *masuklah!* can mean anything from 'please, do come in' to 'get yourself in here, now'.

Negative imperative

Did you notice the use of the negative imperative in the instruction:

Jangan lupa mengambil kartu 'Rail Box'.
Don't forget to remove the 'Rail Box' card.

In Indonesian negative imperatives, or prohibitions, are usually formulated by using the word *jangan*, 'do not', before the main verb — as you have just learnt.

Public prohibitions, however, are normally formulated by using the word *dilarang*, 'prohibited', in front of the verb. Both of these methods are exemplified in the screen shot below from Learning Object 2, *The echo*.



Exercise 1

Read the following description of how to make paper and answer the questions that follow.



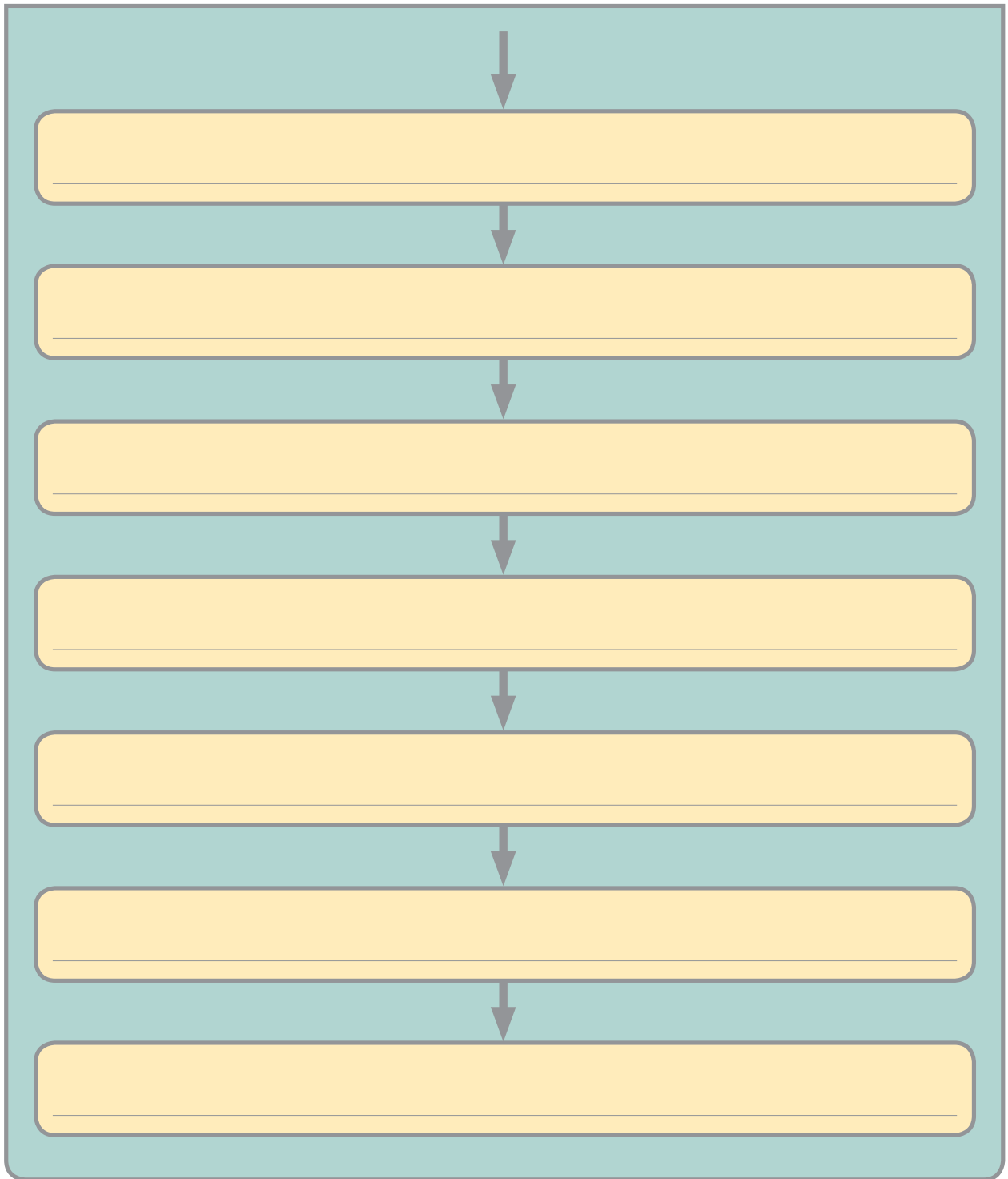
Pertama-tama, masukkan cetakan ke dalam bubur kertas. Kemudian, ayak pelan-pelan sampai bubur kertas rata. Setelah itu angkat pelan-pelan. Kemudian lepaskan bingkai dari cetakan. Lalu balikkan cetakan ke atas kain persegi dan serap airnya dengan spons. Akhirnya angkat cetakan pelan-pelan dari bagian pinggirnya. Lembaran kertas yang basah itu lepas dari cetakan dan tetap ada di kain.

- 1.1 List the words or phrases that indicate the different steps in the process of making paper.

- 1.2 How many steps are there in the process of making paper?

- 1.3 What items do you need to make paper?

(continued from previous page)



Exercise 3

Peter and Anna have made invitations for a party they are hosting and would like to send them to their friends.

Use the blank flowchart to show the steps Peter and Anna will need to take to send the invitations out to their friends. Complete the flowchart in Indonesian.

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The image shows a large rectangular frame containing a grid of 12 empty writing boxes. The boxes are arranged in two columns and six rows. Each box is yellow with rounded corners and contains three horizontal lines for writing. A vertical arrow on the right side of the grid points downwards, indicating a flow from top to bottom. Additionally, there are small downward-pointing arrows between each row in both columns, and a larger arrow on the right side of the grid pointing downwards.

Exercise 4

Look at the screenshot featuring the use of the negative imperative in Block 3. Comment on the use of *jangan* and *dilarang*, and why you think this sign has been placed at this attraction.
