Buku Pasar

The Market Book

How To Fully Resource An Authentic Activities-based Indonesian Market Program

David Thomas
Buku Pasar – The Market Book
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Introduction

This book and CD-ROM are a resource-based program especially designed for teachers of Indonesian, in the early to middle years of schooling, to cater for students of varying abilities. This market set can complement an existing Indonesian language curriculum or serve as a framework for any new curriculum plan by providing authenticity, structure and purpose to Indonesian lessons.

This is a step-by-step guide to developing an extensive set of Indonesian resources complete with exercises, activities and games revolving around six market areas: clothing; school equipment; fruit and vegetables; daily needs; toys; and household goods.

The common elements of markets throughout the diverse archipelago of Indonesia are that they are a place of communication, social interaction and trade. Indonesian classes are also, ideally, a place of communication and social interaction within specific structures and contexts. “The Market” activities provide a legitimate and authentic reason to support these notions through role plays, bargaining games etc.

Being able to describe market items according to their attributes or characteristics is central to the market areas and opens up a world of communication for the Indonesian language learner.

Each of the six market areas contains three topical sets of 10 items respectively, so that in total, this market resource library contains 180 different market items. By following the instructions and using the pdf files on the CD-ROM, all of the flashcards, memory cards, board games, handy vocabulary cards, word search sheets, assessment sheets, market items, activities, games and achievement certificates can be constructed and used in the classroom.
Seven denominations of “market money” as rupiah are also provided for authenticity. The instructions are detailed and provide alternatives to cater for a range of budgets, teaching situations, and students’ ages and abilities.

These sets of resources provide a very effective framework for teaching Indonesian. Students retain new vocabulary more effectively when they can work through the process of seeing the words, saying the words, and hearing the words. Saying each word while writing it also increases students’ retention. Added to this, holding the actual objects (or models) while talking about them, gives students the confidence to speak in the target language because the focus is off the student and on a legitimate function provided by the physical resource and the context within which it is presented. A variety of games and activities which can be played using these resources are detailed in this book.

A unique feature of this book is that the students are involved in the construction of many of the resource items that make up this interactive market set. By involving students in this way, many outcomes from subject areas as diverse as Indonesian language, art, maths, textiles, woodwork and technology can be fulfilled. This integration between subjects also helps to increase the profile of Indonesian throughout the school.

This extensive resource set may take considerable time to be developed fully, however it is useable during any stage of its development and is sure to remain the focal point of any Indonesian curriculum for decades.

Ayo mulai! – Let’s begin!
This overview shows all of the resources that can be made by following this book and CD-ROM. The quantities of each resource type are given as a guide only and are based on catering for an average class of 24 students.

The six market areas are:

1. **Pasar Pakaian** (The Clothing Market)
2. **Pasar Alat-alat Sekolah** (The School Supplies Market)
3. **Pasar Buah-buahan Dan Sayur-sayuran** (The Fruit and Vegetable Market)
4. **Pasar Kebutuhan Sehari-hari** (The Daily Needs Market)
5. **Pasar Mainan** (The Toy Market)
6. **Pasar Alat-alat Rumah Tangga** (The Household Goods Market)

Each of the six market areas are divided into three sub-sets of 10 items respectively. This reflects a difference in the way the items might be described e.g. the fruit and vegetable market area is divided into three sections:

- **Set Buah-buahan Dan Sayur-sayuran 1** contains common items which are easily distinguished mainly by colour alone.
- **Set Buah-buahan Dan Sayur-sayuran 2** contains items which are less common and may require more specific distinctions such as weight and shape.
- **Set Buah-buahan Dan Sayur-sayuran 3** contains mainly tropical or exotic fruit and vegetables.

### Market Area Sub-sets

- **Sub-set Title Card**
- **Handy Vocabulary Card**
- **Memory Cards**
- **Word Search Sheet**
- **Flash Cards**
- **Board Game**
- **Assessment Sheet**
- **Certificate of Achievement**
How To Use This Book and CD-ROM

This teacher resource book and CD-ROM will enable you to develop a very effective and stimulating library of resources. From a limited budget you will have authentic exercises, activities and games for students.

Working through this process step-by-step allows you to establish a highly resourced Indonesian market program in your own time. How long it takes depends on your own school’s situation. However, wherever you are on this continuum, the way you use this book and CD-ROM will be basically the same. This market set may be developed into one or several market areas per term or per year. Each of the six market areas is divided into three sub-sets, therefore an alternative method for developing the sets over time is to develop the first sub-set of each area then subsequently the second then third. This is a useful approach because the sub-sets can be used in Indonesian lessons before the entire market set has been completed.

Whether you are setting up a new Indonesian program or expanding an established program, resource collection is the same.

**Step 1:** Decide which market sub-set will be developed first and collect market items according to the guidelines on selecting the most appropriate resources (see page 22). Any resources which cannot be acquired need to be constructed. Many ideas for the art, maths and technology teachers to make Indonesian market resources are provided throughout this book.

**Step 2:** Make the language resources. These are flashcards, memory cards, handy vocabulary cards, board games, word search and assessment sheets. By following the Making Market Resources section for each market area, the pictures on these cards and boards will closely resemble the physical items in your market area collection.

Finally, the activities provided in this book can be taught using the language resources and market items you have acquired and constructed. This process can then be repeated for each market area.
This book is divided into three main sections:
• Market background and language learning;
• Language resources, exercises, activities and games; and
• Market resources.

Market Background and Language Learning

The nature of markets in Indonesia is discussed to assist in providing an authentic feel to the market situation. The rationale behind the activities and resources developed around the theme of an Indonesian market (and the reasons for using the theme of a market) are also explained. These are important points to consider when developing the resources to match the activities and games so that authenticity and a sense of real purpose is evident to the students.

Language Resources, Exercises, Activities and Games

At markets, sellers provide a range of products, customers make choices and, in a majority of Indonesian markets, the seller and the buyer bargain to find a mutually acceptable price. The activities presented here lead the students through many exercises to build up their vocabulary, confidence and skills in describing and distinguishing to the point where they can write and perform their own market plays and games using market items which assist them visually, physically and contextually.
Market Resources

Step-by-step instructions are provided for market resource items and supplementary resources. This section assists in developing a library of resources which have many uses and closely match the planned activities. Schools are able to develop a great range of resources within a limited budget. Art, maths, technology and classroom teachers can also be involved in the development of the Indonesian program through their students’ inclusion in making many of the items.

These women at Pasar Demangan in Yogyakarta arrive with their fruit and vegetables around 3.00am and sell until the market closes late in the afternoon.
Market Background and Language Learning
The archipelago of over 13,000 islands which make up Indonesia has been a vibrant and powerful trading region for many centuries. The market-place has always, and still remains central to daily life in all regions of Indonesia. *Pasar*, the Indonesian word for market, shares the same origins as the word bazaar and conjures up the same images of chaotic, bustling free-trade. Although most ‘pasar’ in Indonesia share an atmosphere of great activity and opportunity for both the sellers and the buyers, Indonesian markets are not all the same.

Indonesian markets come in many shapes and sizes. Some are general markets where food, furniture, clothing, telephones, souvenirs, pets and many other items can be purchased. Other markets may specialise in just one type of product. Many towns and cities have markets such as Pasar Buah (*fruit market*), Pasar Kembang (*flower petals market*) or Pasar Sapi (*cow market*). Pasar Ngasem, in Yogyakarta sells almost every kind of pet imaginable. Pasar Klewer in Solo is a national centre for selling textiles.

Locally, village markets cater to people’s daily needs. Fresh fruit and vegetables are readily available and seasonal change causes a change in produce and price. Local markets also supply other food in prepackaged and fresh form, which can be taken home or eaten at small cafés around the market. Daily needs such as packets of tea and sacks of rice as well as household items such as soap, and cooking oil are popular in local markets.

Young children often accompany their mothers to the market where a variety of toys are sold. Older children can buy their school needs from the stationery sellers. Clothing and clothing accessories such as umbrellas

*Markets In Indonesia*
and key-rings can be purchased. In response to customer demand, the local Indonesian market sells the latest in fashion and fads whether they be kites, mobile phones, stickers, calendars, pop-star wallets or posters.

Deciding on a price and returning home with the shopping is not all that goes on in the market. Part of bargaining with the seller is about establishing a good relationship with them. In local markets the seller may know your entire family, so small talk about the family’s activities forms a prelude to the actual bargaining for, and buying of market items.

Many tourists have stories of bargains or of being tricked into paying a high price at markets in Bali or other places in Indonesia. It is of interest to any students planning to travel to Indonesia that their ability to converse in Indonesian greatly assists them in bargaining for a low price.

Many people say that there are several unofficial price levels at Indonesian markets. There is one price for English-speaking tourists and another for Indonesian-speaking tourists. Indonesians from other regions may be able to bargain a little lower however the lowest prices are usually reserved for locals who speak the local language e.g. Balinese or Maduranese.

Australian tourists who can chat and bargain in Bahasa Indonesia will find that they can often buy items for less than their English-only speaking friends. Tourists are often advised to offer a price that is half the amount requested, then go up until an agreement is reached. It should be noted that this is a well-known “strategy”, also well-known by the sellers at markets in Kuta, Ubud, Yogyakarta and elsewhere. They simply start a bit higher to compensate.
The way Indonesians bargain is to have a final price in mind and work towards that. At the end of the bargaining, there should never be a feeling of paying too much because the amount a person pays for something depends on how much they really want that product. The price at the market is a perfect example of the economic principles of supply and demand.

**Market Activities and Language Learning**

Using the market as a central focus for Indonesian activities allows students to develop their Indonesian language skills in a controlled, stimulating and culturally-authentic way. Specific rules for exercises and activities are detailed in the chapter entitled *Language Resources, Exercises, Activities and Games.* The complex nature of learning a second or foreign language means that the methodology behind a unit of work must be strong and explicitly presented to the students.

This Indonesian resources program encourages learners to use Indonesian to achieve the purpose of the games or activities. The language skills required to participate in the activities are practised by doing the exercises. Many of the exercises are centred around the use of flashcards. These exercises support development in the four major strands of reading, writing, listening and speaking. The ability to retain new vocabulary is greatly improved by the process of seeing the word, hearing someone say the word, saying the word out loud and finally saying the word while writing it down.

The structure of the resources-based program covers a variety of learning styles. **Visual learners** are assisted by the pictorial similarities between images on the practice exercises, games and activities with the language resources, and market resource items. **Audio learners** benefit from frequently hearing the names of the market items and how they are described. **Kinesthetic learners** learn and retain vocabulary because it is learnt within a context.

Building confidence is essential for foreign language learning. By using a combination of items that the students commonly use at school and home, with models of more exotic items which they have made, students have many opportunities for practising their language in and out of Indonesian language classes.
Market Areas For Class Activities

Markets contain many shops or stalls selling a huge variety of products. To set up a market activity in the classroom comprising bits and pieces of souvenirs and items brought back from holidays in Indonesia can result in a spectacular visual display but with less value in terms of providing a structured environment for Indonesian language learning.

The class market needs to be carefully constructed so that students can:
• Learn new vocabulary and sentence structures;
• Use new material in a variety of appropriate ways;
• Incorporate known vocabulary and structures with newly learnt material; and
• Adapt learnt vocabulary and structures to new contexts.

While the Indonesian market experience for most foreigners hones their oral language skills, in the class context the market activities develop speaking, listening, reading and writing skills simultaneously.

Each of the six market areas contains items that are:
• Easily acquired or made;
• Easily stored and maintained;
• Relevant to the students’ learning; and
• Distinguished by using common attributes.

The six market areas are:
1. **Pasar Pakaian** (The Clothing Market)
2. **Pasar Alat-alat Sekolah** (The School Supplies Market)
3. **Pasar Buah-buahan Dan Sayur-sayuran** (The Fruit and Vegetable Market)
4. **Pasar Kebutuhan Sehari-hari** (The Daily Needs Market)
5. **Pasar Mainan** (The Toy Market)
6. **Pasar Alat-alat Rumah Tangga** (The Household Goods Market)

The market areas are presented in this order to correspond with those topics often used from Prep through to Year 8. The exercises and activities are very flexible. Games include rules set at several levels of complexity depending on the skill level of the learners. For this reason the particular market areas are not assigned to any specific grade or skill level. Once the students know how to conduct the different exercises and activities, they can help each other to develop their vocabulary usage.

The items of the market areas are listed below. Each of the six market areas
is divided into three sub-sets of 10 items respectively. This reflects a difference in the way the items might be described, or whether the items are essential or additional items in that category.

For example, the clothing area is divided into three sections:

1. A basic set of clothing
2. A set of clothing accessories
3. A set of traditional clothing

Generally, the sub-sets are ranked in terms of language usage from basic to more complex.

**Pasar Pakaian** *(The Clothing Market)*

The topic of clothing easily follows on from topics about the body and family. Describing people by the clothes they are wearing can be an introduction to making distinctions. Traditional clothing enables young children who find the ideas of countries and cultures too abstract to begin to understand cultural diversity. While often studied early in a child’s Indonesian learning, the market activities allow such “introductory” topics to be frequently revisited (even in the middle years of schooling) so that vocabulary retention and fluency is maintained.

**Set Pakaian 1** contains the basic set of clothing.
**Set Pakaian 2** contains clothing accessories and special items.
**Set Pakaian 3** contains traditional clothing.

<table>
<thead>
<tr>
<th>SET PAKAIAN 1</th>
<th>SET PAKAIAN 2</th>
<th>SET PAKAIAN 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>topi</td>
<td>payung</td>
<td>blangkon</td>
</tr>
<tr>
<td>kemeja lengan panjang</td>
<td>jas hujan</td>
<td>peci</td>
</tr>
<tr>
<td>kemeja lengan pendek</td>
<td>kaca mata</td>
<td>perhiasan kepala</td>
</tr>
<tr>
<td>kaos oblong</td>
<td>kaca mata hitam</td>
<td>caping</td>
</tr>
<tr>
<td>jas</td>
<td>ikat pinggang</td>
<td>kemeja batik</td>
</tr>
<tr>
<td>rok</td>
<td>gantungan kunci</td>
<td>kebaya</td>
</tr>
<tr>
<td>celana pendek</td>
<td>tas</td>
<td>selendang</td>
</tr>
<tr>
<td>celana panjang</td>
<td>dompet</td>
<td>sarung</td>
</tr>
<tr>
<td>kaos kaki</td>
<td>baju renang</td>
<td>kain panjang</td>
</tr>
<tr>
<td>sepatu</td>
<td>sepatu sandal</td>
<td>selop</td>
</tr>
</tbody>
</table>

hat
long sleeve shirt
short sleeve shirt
T-shirt
jacket
skirt
shorts
long pants
socks
shoes
umbrella
rain coat
glasses
sunglasses
belt
key-ring
bag
wallet
bathers
sandals
javanese man's hat
national man's hat
woman's tiara
farmer's work-hat
batik shirt
traditional woman's blouse
scarf
sarong for males
sarong for females
traditional shoes
School supplies in Indonesia are often sold in stationery shops. In a market they may be sold at individual stalls within a general market. Some pasar buku (book markets) may also have stationery for sale. School supplies are included to utilise the familiar equipment and furniture in the classroom as teaching resources.

**Set Alat-alat Sekolah 1** contains items mainly found in a student’s pencil case.

**Set Alat-alat Sekolah 2** contains items mainly found around the classroom including larger items of furniture.

**Set Alat-alat Sekolah 3** contains items found in students’ bags and subject books.

---

### Set Alat-alat Sekolah 1
- pena: pen
- pensil: pencil
- penggaris: ruler
- rautan: sharpener
- penghapus: duster, eraser
- spidol: texta
- gunting: scissors
- stepler: stapler
- lem: glue
- tempat pensil: pencil case

### Set Alat-alat Sekolah 2
- papan tulis: blackboard, whiteboard
- kapur: chalk
- kertas: paper
- buku: book
- mesin hitung: calculator
- kursi: chair
- meja: table
- komputer: computer
- lemari: cupboard
- tempat sampah: rubbish bin

### Set Alat-alat Sekolah 3
- tas sekolah: school bag
- kotak makanan: lunch box
- botol minuman: drink bottle
- buku harian siswa: student diary
- buku Bahasa Indonesia: Indonesian book
- buku matematika: maths book
- kamus: dictionary
- buku Bahasa Inggris: English book
- buku cerita: story book
Markets throughout Indonesia contain either a fruit and vegetable section or devote the entire market to fresh produce. Fruit and vegetables make great items in school market activities because they can be differentiated by a variety of attributes including colour, texture, size, weight, shape and taste. Fruit and vegetables provide a great introduction to attributes as differentiating by colour alone can be very clear. They also provide for more complex language activities with the more abstract attributes of shape and taste.

**Set Buah-buahan Dan Sayur-sayuran 1** contains common items which are easily distinguished mainly by colour alone.

**Set Buah-buahan Dan Sayur-sayuran 2** contains items which are less common and may require more specific distinctions such as weight and shape.

**Set Buah-buahan Dan Sayur-sayuran 3** contains mainly tropical or exotic fruit and vegetables.

<table>
<thead>
<tr>
<th>SET BUAH-BUAHAN DAN SAYUR-SAYURAN 1</th>
<th>SET BUAH-BUAHAN DAN SAYUR-SAYURAN 2</th>
<th>SET BUAH-BUAHAN DAN SAYUR-SAYURAN 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>apel</td>
<td>alpokat</td>
<td>mangga</td>
</tr>
<tr>
<td>pisang</td>
<td>melon</td>
<td>durian</td>
</tr>
<tr>
<td>jeruk</td>
<td>kelapa</td>
<td>rambutan</td>
</tr>
<tr>
<td>tomat</td>
<td>semangka</td>
<td>nangka</td>
</tr>
<tr>
<td>pir</td>
<td>nanas</td>
<td>belimbing</td>
</tr>
<tr>
<td>wortel</td>
<td>pepaya</td>
<td>bambu muda</td>
</tr>
<tr>
<td>bawang</td>
<td>jagung</td>
<td>salak</td>
</tr>
<tr>
<td>bawang putih</td>
<td>cabai</td>
<td>terung</td>
</tr>
<tr>
<td>ketimun</td>
<td>ubi manis</td>
<td>manggis</td>
</tr>
<tr>
<td>kentang</td>
<td>bayam</td>
<td>kacang tanah</td>
</tr>
</tbody>
</table>

Lady cutting open jackfruit in an Indonesian fruit and vegetable market.
The daily needs market area contains food and drink commonly sold at Indonesian markets. Food and drink can be purchased either unprepared, ready to eat at the café, or ready for take-away. Bargaining is common for unprepared food but cafés usually display fixed prices. While refrigerators are becoming more common, many people still rely on buying fresh food daily. Supermarkets provide prepackaged food such as meat on trays or plastic bags of carrots, however most people still buy their meat and other food from a traditional market stall or small shop.

Set Kebutuhan Sehari-hari 1 contains staple foods and meats.

Set Kebutuhan Sehari-hari 2 contains mainly accompaniments and ingredients.

Set Kebutuhan Sehari-hari 3 contains drinks.

<table>
<thead>
<tr>
<th>SET KEBUTUHAN SEHARI-HARI 1</th>
<th>SET KEBUTUHAN SEHARI-HARI 2</th>
<th>SET KEBUTUHAN SEHARI-HARI 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>beras</td>
<td>uncooked rice</td>
<td>minuman ringan</td>
</tr>
<tr>
<td>nasi</td>
<td>cooked rice</td>
<td>teh</td>
</tr>
<tr>
<td>mie</td>
<td>noodles</td>
<td>gula</td>
</tr>
<tr>
<td>roti</td>
<td>bread</td>
<td>susu</td>
</tr>
<tr>
<td>daging sapi</td>
<td>beef</td>
<td>susu kental</td>
</tr>
<tr>
<td>daging kambing</td>
<td>goat meat</td>
<td>sirup</td>
</tr>
<tr>
<td>daging babi</td>
<td>pork</td>
<td>kopi</td>
</tr>
<tr>
<td>daging ayam</td>
<td>chicken</td>
<td>air putih</td>
</tr>
<tr>
<td>ikan</td>
<td>fish</td>
<td>jus jeruk</td>
</tr>
<tr>
<td>telur</td>
<td>egg</td>
<td>minyak goreng</td>
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<tr>
<td></td>
<td></td>
<td>kecap manis</td>
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<td></td>
<td></td>
<td>garam</td>
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<td></td>
<td></td>
<td>makanan ringan</td>
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<td></td>
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<td>kecap manis</td>
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<td></td>
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<td>minyak goreng</td>
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<td>kue</td>
</tr>
</tbody>
</table>
**Pasar Mainan**  
(The Toy Market)

Toys are often sold at markets as treats for children. The toys in this market area are either available at school or able to be constructed by students.

**Set Mainan 1** contains small toys which are common to children in both Indonesia and Australia.

**Set Mainan 2** contains items associated with indoor or passive play. This includes a traditional game and musical instruments.

**Set Mainan 3** contains mainly sports equipment.

---

<table>
<thead>
<tr>
<th>SET MAINAN 1</th>
<th>SET MAINAN 2</th>
<th>SET MAINAN 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ular-ularan toy snake</td>
<td>congklak traditional Indonesian game</td>
<td>tali lompat skipping rope</td>
</tr>
<tr>
<td>bola ball</td>
<td>kelereng marbles</td>
<td>bola takraw rattan ball</td>
</tr>
<tr>
<td>wayang puppet</td>
<td>kartu playing cards</td>
<td>bola basket basketball</td>
</tr>
<tr>
<td>boneka doll</td>
<td>papan catur chess board</td>
<td>bola sepak soccer ball</td>
</tr>
<tr>
<td>mobil-mobilan toy cars</td>
<td>buah catur chess pieces</td>
<td>bola tenis tennis ball</td>
</tr>
<tr>
<td>kapal-kapalan toy boats</td>
<td>topeng mask</td>
<td>raket tenis tennis racquet</td>
</tr>
<tr>
<td>balok blocks</td>
<td>bunga flowers</td>
<td>jaring net</td>
</tr>
<tr>
<td>boneka beruang teddy bear</td>
<td>gitar guitar</td>
<td>bola bulu tangkis shuttlecock</td>
</tr>
<tr>
<td>yo-yo yo-yo</td>
<td>seruling recorder or flute</td>
<td>sarung tangan sofbol softball glove</td>
</tr>
<tr>
<td>layang-layang kite</td>
<td>gendang drum</td>
<td>tongkat sofbol softball bat</td>
</tr>
</tbody>
</table>
Indonesia remains a society dependent on manual labour. In the home it is common to have a pembantu (servant) whether full-time or just for a specific job such as clothes washing. Once students are familiar with the vocabulary of alat-alat rumah tangga they can work towards creating plays set in the home.

Set Pasar Alat-alat Rumah Tangga 1 contains items associated with meals.

Set Pasar Alat-alat Rumah Tangga 2 contains items associated with the dining room, lounge and family room.

Set Pasar Alat-alat Rumah Tangga 3 contains items associated with the bathroom and laundry.

<table>
<thead>
<tr>
<th>ALAT ALAT RUMAH TANGGA 1</th>
<th>ALAT ALAT RUMAH TANGGA 2</th>
<th>ALAT ALAT RUMAH TANGGA 3</th>
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<tr>
<td>mangkuk</td>
<td>baki</td>
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<td>alas gelas</td>
<td>pasta gigi</td>
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<td>garpu</td>
<td>serbet</td>
<td>pencuci rambut</td>
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<tr>
<td>pisau</td>
<td>teko</td>
<td>sisir rambut</td>
</tr>
<tr>
<td>sendok</td>
<td>kipas tangan</td>
<td>handuk</td>
</tr>
<tr>
<td>piring</td>
<td>pot bunga</td>
<td>cermin</td>
</tr>
<tr>
<td>sendok besar</td>
<td>pigura</td>
<td>sapu</td>
</tr>
<tr>
<td>wajan</td>
<td>telepon</td>
<td>seterika</td>
</tr>
<tr>
<td>alu dan lumpang</td>
<td>jam dinding</td>
<td>ember</td>
</tr>
</tbody>
</table>

bowl                           | tray                             | soap                             |
| cup                           | placemat                         | toothbrush                       |
| glass                         | drink coaster                     | toothpaste                       |
| fork                          | napkin/serviette                 | shampoo                          |
| knife                         | teapot                           | hair brush                       |
| spoon                         | hand fan                         | towel                            |
| plate                         | flower pot or vase               | mirror                           |
| serving spoon                 | picture frame                    | broom                            |
| wok                           | telephone                        | iron                             |
| mortar and pestle             | clock                            | bucket                           |