

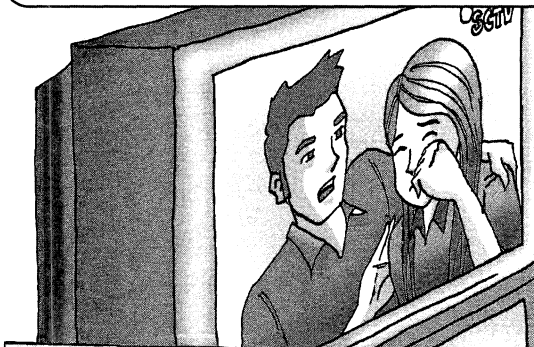
Pada saat Joel tiba di rumah, sudah lewat jam 9. Kebetulan ibu kosnya, Bu Tuti, sedang asyik menonton sinétron kesayangannya, Cinta Fitri, yang ditayangkan oleh SCTV setiap hari pada jam 21.00 WIB.



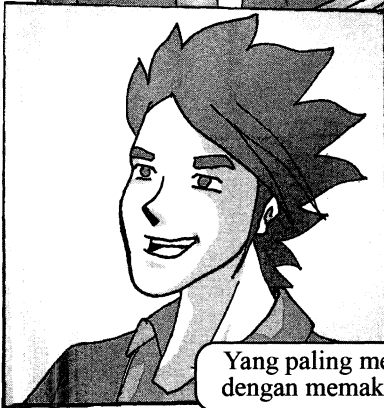
Bu Tuti mengajak Joel ikut menonton, karena dia yakin Joel akan tertarik pada cerita tentang orang-orang kaya di Indonesia.

Tokoh wanita sering menangis, lalu ada tokoh pria yang pandai menenangkannya.

Alur cerita bergerak pelan-pelan, tetapi Joel tetap kurang mengerti jalannya.



Masing-masing adegan terus-menerus diiringi musik yang mengharukan. Selalu ada masalah yang rumit.



Yang paling menarik bagi Joel ialah cara tokoh-tokoh berbicara dengan memakai kata-kata dari bahasa percakapan sehari-hari...



Aku pasti bantuin kamu.

Aku nggak apa-apa kok.

Jelas ada gaya bahasa khusus untuk drama macam ini.




Joel ingin menanyakan kepada Bu Tuti mengapa tokoh-tokoh selalu memakai kata "aku", bukan "saya", tetapi Joel tidak mau mengganggunya.

Lain kali saja...

LESSON 16

TV Dramas Sinétron



Pada saat Joel tiba di rumah, sudah léwat jam 9. Kebetulan ibu kosnya, Bu Tuti, sedang asyik menonton sinétron kesayangannya, *Cinta Fitri*, yang ditayangkan oleh SCTV setiap hari pada jam 21.00 WIB. Fitri adalah gadis berusia 19 tahun, berasal dari désa Wonogiri. Firman, calon suaminya, telah meninggal dunia. Lalu Fitri tinggal di Jakarta dan mengalami peristiwa-peristiwa yang menyedihkan.

Bu Tuti mengajak Joel ikut menonton, karena dia yakin Joel akan tertarik pada cerita tentang orang-orang kaya di Indonesia. Tokoh wanita sering menangis, lalu ada tokoh pria yang pandai menenangkannya. Alur cerita bergerak pelan-pelan, tetapi Joel tetap kurang mengerti jalannya. Masing-masing adegan terus-menerus diiringi musik yang mengharukan. Selalu ada masalah yang rumit.

Yang paling menarik bagi Joel, sebagai orang yang pernah mempelajari bahasa, ialah cara tokoh-tokoh berbicara: penuh émosi, berbicara cepat-cepat, dan memakai kata-kata dari bahasa percakapan sehari-hari, misalnya, “Aku pasti bantuin kamu”, dan “Aku nggak apa-apa kok”. Jelas ada gaya bahasa khusus untuk drama macam ini. Joel ingin menanyakan kepada Bu Tuti mengapa tokoh-tokoh selalu memakai kata “aku”, bukan “saya”, tetapi Joel tidak mau menggungunya. “Lain kali saja”, pikirnya.

WORDLIST

adegan	scene (of story)	émosi	emotion, feeling
alam: mengalami	to experience	gadis	girl
alur cerita	plot (of story)	ganggu: mengganggu	to disturb, bother
bagi	for	gaya	style
bantuin = membantu	to help	haru: mengharukan	touching, moving
berbicara	to speak	ibu kos	landlady
bergerak	to move	jalan	course, where it is going
berusia	aged	kebetulan	as it happened
calon	prospective	khusus	specific, particular
cara	manner	lain kali	some other time
diiringi	accompanied by	musik	music
ditayangkan	presented, shown	nggak = tidak	not

oléh	by	suami	husband
pakai: memakai	to use	tangis: menangis	to cry
pandai	clever	tanya: menanyakan	to ask about
pasti	certainly	tenang: menenang-	to calm, soothe
pelajar: mempelajari	to study	kan	
pelan-pelan	slowly	tentang	about, concerning
percakapan	conversation	tertarik	interested
peristiwa	event, incident	terus-menerus	continually
pria	male	tiba	to arrive
rumit	complicated	tinggal: meninggal	to pass away
saat	moment	dunia	
sedih: menyedihkan	saddening	tokoh	character
setiap	every	wanita	female
sewaktu-waktu	from time to time	yakin	sure, convinced
sinétron	TV series, soap opera		

LANGUAGE NOTES

Verbs with the suffix **-kan**

As mentioned earlier, verbs with the prefix **meN-** can also have a suffix, either **-kan** or **-i**. We will deal with the first in this lesson. We should stress that the purpose of the discussion is to help identifying the meaning of a given verb and getting an accurate feeling for its place in relation to the other words in a sentence. This is why we analyze words in terms of their base-word and affixes—we are not inviting anybody to make up forms for themselves!

When we see the suffix **-kan** we know for sure that we are dealing with a transitive verb, even if the object is not expressed. (There is one case which looks like an exception, see below.) For the sake of clarity, we can group the **-kan** verbs under several paragraphs.

1. In this group we can place a large number of verbs which have the suffix **-kan** merely in order to be complete and correct; in this sense, the suffix cannot be said to have a special “meaning”. Examples:

mengerjakan to work on (something) (base-word: kerja)	<u>CONTRAST</u> bekerja to work
membutuhkan to need	
membicarakan to discuss (something)	berbicara to discuss [INTRANSITIVE]
memikirkan to think about (something) (base-word: pikir)	berpikir to think

2. In this group we can place verbs where a form with suffix **-kan** and one without can be contrasted with each other, each with a different translation, the form with **-kan** showing a more “transitive” effect on *the object*. Sometimes there is very little difference in practice. Examples:

mengirimkan to send off, dispatch (base-word: kirim)	<u>CONTRAST</u> mengirim to send
--	--

mendengarkan to listen to
membacakan to read aloud, recite
mendapatkan to obtain, procure
menekankan stress
 (base-word: **tekan**)

CONTRAST

mendengar to hear
membaca to read
mendapat to get
menekan to press down,
 to hold back



3. One of the major areas of meaning associated with certain **-kan** verbs is “causative”, that is, to bring about the action indicated by the base-word. Examples:

mengadakan to organize, create, make
meninggalkan to leave behind
menjatuhkan to drop, let something fall
mengembalikan to return, send back
menaikkan to raise
menurunkan to lower, reduce
mendirikan to set up, establish
menghentikan to stop (something)

CONTRAST

ada to be, to be there
tinggal to stay, stay behind
jatuh to fall
kembali to go back
naik to go up
turun to go down
berdiri to stand
berhenti to stop

4. The same causative meaning, but this time with an adjective as base-word, so “to bring about the quality indicated by the base-word”. Examples:

membersihkan to clean (cf. **bersih** clean)
mengeringkan to dry (something) (cf. **kering** dry)
mematikan to turn off, extinguish (e.g. a light) (cf. **mati** dead; out)

The above must have an object, but there are some interesting forms with adjectives as base-words that do not have objects; in fact they themselves behave like adjectives, in that they can be modified by adverbs, e.g. **sekali** “very”. Examples:

mengherankan amazing (cf. **heran** amazed)
membosankan boring (cf. **bosan** bored)
menjijikkan nauseating (cf. **jijik** nauseated)
menakutkan frightening (cf. **takut** frightened)
memalukan embarrassing (cf. **malu** embarrassed, ashamed)
menyenangkan pleasing (cf. **senang** pleased, happy)

5. Another kind of “causative” meaning is “to have someone do something”. These **-kan** verbs contrast with a simple transitive verb. Examples:

mencucikan to have (something) washed
mencétakkan to have (something) printed
meminjamkan to lend (= have borrow)
 (base-word: **pinjam**)

CONTRAST

mencuci to wash
mencétak to print
meminjam to borrow

memeriksakan to have examined, i.e. take to the doctor **memeriksa** to examine
(base-word: **periksa**)

6. Another major area of meaning sometimes associated with **-kan** verbs is the “benefactive”, that is, to do something for the benefit of someone else. Verbs of this kind have two objects, the first being the person for whom the action is done, and the second the thing to which it applies. (This has important consequences for a passive form.) An English example may help: “Bring me a glass of water”. Here the idea is “for me”. It is sometimes possible to omit the beneficiary, and still keep the benefactive meaning. Further, such a benefactive meaning is only found when the verb is not normally required to have **-kan**, either to be correct or to give a causative meaning; in that case the idea of “for” has to be expressed with the preposition **untuk** “for, on behalf of”. Examples:

		<u>CONTRAST</u>		
mencarikan	to look for (something) for somebody	mencari	to look for	
membukakan	to open (something) for somebody	membuka	to open	

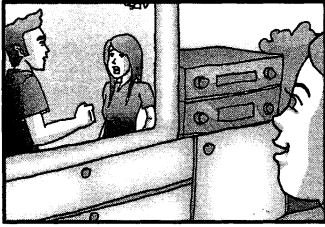
Finally, please note that verbs with the suffix **-kan** can sometimes be contrasted with ones featuring the suffix **-i**. This suffix will be discussed in Lesson 17.

The prefix *memper-*

While talking about causative meanings, it is convenient to mention the prefix **memper-**. Sometimes this is combined with a suffix **-kan** or **-i**. It occurs with an adjective as base-word, and means “to raise the degree of whatever the base-word indicates”. It is not interchangeable with causative verbs with the suffix **-kan**; one or the other is preferred, or there is a distinction in meaning. Examples:

memperpanjang	to extend (e.g. a visa), from panjang long (cf. memanjangkan to lengthen (an object))
memperdalam	to deepen (e.g. knowledge), from dalam deep (cf. mendalamkan to make deeper (e.g. a well))
memperkaya	to enrich, from kaya rich (a form mengayakan does not exist)
memperindah	to beautify, from indah beautiful (but mengindahkannya means to pay attention, and is not connected)
memperkenalkan	to introduce (one person to another), from kenal acquainted; (cf. mengenalkan to make known (a thing, when it was not known before))
memperbaiki	to repair, correct, from baik good (cf. membaiikkannya to improve something, treat well)

This is not a complete account of all the possibilities. Remember that “hard-and-fast” rules are rare. If in doubt, please do some research in your dictionary, to see what actually occurs and what does not.



Sinétron TV Dramas

A. Pertanyaan untuk bacaan

■ Jawablah pertanyaan-pertanyaan di bawah ini sesuai dengan isi bacaan!

1. P: Siapa pemilik rumah yang ditinggali Joel di Jakarta?

J: _____

2. P: Sebutkan acara televisi yang digemari Bu Tuti!

J: _____

3. P: Ceritakan sedikit tentang sinétron Cinta Fitri!

J: _____

4. P: Di mana désa Wonogiri terletak?

J: _____

5. P: Apa alasannya Bu Tuti mengajak Joel untuk melihat sinétron Indonesia?

J: _____

6. P: Bagaimana tokoh perempuan digambarkan dalam sinétron Indonesia?

J: _____

7. P: Bagaimana pula penggambaran tokoh laki-laki dalam sinétron Indonesia?

J: _____

8. P: Jelaskan bahasa yang dipakai dalam sinétron itu!

J: _____

B. Menyimak

■ Simaklah baik-baik isi Tape Latihan 16 dan jawablah pertanyaan-pertanyaan di bawah ini!

1. P: Kira-kira jam berapa setiap harinya Joel pulang ke rumah kosnya?

J: _____

2. P: Seberapa seringnya Joel pergi ke kampus?

J: _____

3. P: Mengapa Joel selalu berusaha pulang ketika hari sudah mulai gelap?

J: _____

4. P: Apa artinya 'sinétron'? Jelaskan!

J: _____

5. P: Siapa yang menjadi penggemar berat sinétron?

J: _____

6. P: Mengapa banyak orang menggemari sinétron di Indonesia?

J: _____

7. P: Bahasa apa yang dipakai dalam sinétron Indonesia?

J: _____

8. P: Jelaskan apa kata pengkritik sinétron Indonesia!

J: _____

C. Tata bahasa

■ *Tuliskan kata dasarnya kemudian terjemahkanlah ke dalam bahasa Inggris!*

Kata	Kata dasar	Bahasa Inggris
mengerjakan		
membutuhkan		
membicarakan		
memikirkan		
membacakan		
mengharukan		
menyedihkan		
mempelajari		
memakai		
menanyakan		
ditayangkan		
menangis		

