



**2003**

**Indonesian First Language GA 3: Examination**

## **Oral component**

### **GENERAL COMMENTS**

Generally, students performed well in the oral examination. Many had prepared well and this showed in their performance. However, lack of preparation was evident in the performance of some students. Fluency, pronunciation and accuracy of linguistic elements were generally of a high standard. All students had studied the sub-topic based on Language and Culture through Literature and Arts.

The examination consisted of an introduction of the sub-topic in no more than one minute, followed by a presentation and discussion. The use of English loan words has become more common for the new generation. In Indonesia itself, English loan words are now commonly used rather than the Indonesian word with a similar meaning. However, Indonesian words should be used in preference to English loan words.

Cue cards are permitted in the examination room and students should be aware of how to use them. Students should not read their notes, but rather have a cue card that contains key words only. Students should not wear school uniform since assessors do not need to know which school is being assessed.

Some students doing their examination from Indonesia via telephone conference showed a lack of preparation and were not aware that the material presented was not relevant to the Detailed Study.

### **Section 1 – Presentation**

Most students presented their topic well with relevant background, a viewpoint or stance, and citation of sources and presented the topic in the time allowed (no more than one minute). Those students who were not as well prepared chose their topic from the media at that time and resources only from newspapers. Students should choose a topic that is drawn from the field of Literature and/or the Arts, as mentioned in the Detailed Study. Some students made no mention of their resources and could not cite any when asked.

Some students inappropriately read their speech from the cue card. As a result, their presentation was monotonous, lacked intonation and lacked engagement with the assessors, for which they were penalised.

The selection of sub-topic is important as it allows students to develop a particular stance, and it is the student's ability to analyse which significantly affects performance. Students should spend at least 15 hours of class time studying the topic presented.

Students who performed at a very high level included a range of resources in their detailed study, such as films, novels, poems or songs. These students were able to establish conceptual links or common themes between the different resources and give their examples to support their view.

### **Section 2 – Discussion**

Generally, students who were well prepared demonstrated good discussion techniques giving a good analysis of the topic presented and were able to respond to questions and comments from the assessors. Students who were not well prepared struggled to maintain a simple discussion, and were not able to refer to the resources or link them with the topic studied.

In preparing for the oral examination, students should practise discussing the issues giving their views and taking other people's views. It is important to provide examples from resources studied. Reference to the resources and texts studied should be made during the discussion.

## **Written component**

### **GENERAL COMMENTS**

Overall, students did well on this examination, demonstrating a range of skills in listening and reading comprehension and writing. Specific difficulties for each section are described in more detail below. The obvious problems concerned the relevance of students' writing to the set task.

Some possible responses are provided:

## Section 1

### Part A

#### Question 1

**a**

*Mengapa Rancangan Undang-Undang ini dicetuskan?*

*Rancangan Undang-Undang ini dicetuskan karena*

*Undang – undang sering tidak dipedulikan*

*OR*

*Pasaran produk pembajakan terus melaju*

*OR*

*Untuk mengatasi soal yang cukup meluas ini*

**b**

*Produk apa saja yang tercakup dalam Rancangan Undang-Undang ini?*

*Berikan tiga contoh*

Three of the following five points needed for 1 mark:

*CD*

*DVD*

*Kaset*

*Video*

*Piranti lunak computer:*

**c**

*Apa hukuman minimal dan maksimal menurut Rancangan Undang – Undang ini?*

*Hukuman minimal penjara satu tahun dan/atau denda satu juta rupiah.*

*Hukuman maksimal penjara tujuh tahun dan/atau denda lima milyar.*

**d**

*Bilamana Rancangan Undang-Undang ini mulai dijalankan?*

*Rancangan Undang-Undang ini akan dijalankan satu tahun setelah diundangkan*

**e**

*Bagaimana sikap si pembicara mengenai Rancangan Undang-Undang hak Cipta? Cantumkan dalam jawaban Anda dua kata kunci yang dipakai oleh si pembicara untuk menggaris-bawahi sikapnya.*

*Si pembicara jelas menyetujui pengeluaran rancangan undang-undang ini. dengan menggunakan kata ‘untungnya’ dan ‘sayangnya’ di dalam menunjukkan rasa kecewanya akan keterbatasan rancanagan ini yang hanya mencakup pelanggaran produk-produk rekaman.*

In general, students completed this section very well. It demonstrated students’ ability to identify the main points of each question (from the written task) and listen for and identify those key points from the recorded passage.

However, few students were able to get full marks on Question 1b. Most students did not answer the recorded product – there was no need to include ‘book’. In Question 1e, only a small number of students were able to answer the question correctly; most failed to identify the speaker’s key words.

Problems arose often as a result of students not having identified key words in the task (the written question) and therefore not knowing exactly what they were listening for. In future, students would be well advised to check the specific wording of these tasks in order to appreciate the importance of accurate comprehension of questions rather than merely listening for general understanding. Understanding the question (or task) is vitally important, as well as focusing on listening skills.

### Part B

#### Question 2

**a**

*Mengapa saat ini banyak karya-karya yang menyuarakan keberadaan perempuan yang utuh?*

*Karena adanya gerakan permpuan diseluruh dunia, kesadaran penulis untuk tidak lagi menganggap perempuan sebagai mahluk lemah yang mudah dilecehkan.*

**b**

*Menurut Triyanto Trikromo mengapa tidak ada perbedaan antara teks tentang perempuan yang ditulis oleh penulis laki-laki maupun perempuan?*

*karena teks tentang perempuan tidak berdasarkan bentuk fisik/jenis kelamin*

OR

*karena teks tentang perempuan berdasarkan sifat*

**c**

*Bagaimana tulisan penulis muda mampu menarik perhatian pembaca remaja?*

*Seorang penulis muda harus memakai bahasa puitis yang dikocok dengan bahasa jalanan atau bahasa gaul bentuk sastranya akan menjadi lebih kaya dan mengena dengan anak – anak muda*

**d**

*Jelaskan apakah mungkin seorang laki-laki dapat menulis teks feminis dalam karyanya?*

*Seorang penulis laki- laki dapat menulis teks feminis asal dia menyuarakan perempuan dan keinginannya. Si penulis juga harus mengerti akan kebutuhan serta hak perempuan. Dengan demikian perempuan yang ditampilkan oleh penulis laki – laki menjadi subjek dalam kehidupannya sendiri.*

**e**

*Jelaskan dengan kata – kata Anda sendiri, apa yang dimaksud dengan istilah "teks feminis" dan istilah ' teks tentang perempuan:*

*Sebuah teks feminis tidak sekedar cerita yang menampilkan karakter perempuan. Namun, teks feminis artinya teks yang mengutamakan isu-isu feminis. Sedangkan teks tentang perempuan bisa menampilkan karakter perempuan, akan tetapi perempuan tersebut hanya sebagai pelengkap karakter laki – laki.*

Overall, this question was handled well. Students were generally able to comprehend key phrases of the various questions and to differentiate between key points in order to identify the information in the recorded listening interview. Occasionally students failed to identify specific key wording contained within the question. Students need to appreciate the importance of not commencing a task until they have thoroughly understood the nature of it. Accurate comprehension of questions is vital, as are listening skills.

Generally, students' answers were presented in an acceptable format, using appropriate vocabulary, grammar and clarity of expression. Responses should take the form of complete sentences with key information (the answer) presented clearly and succinctly. Some students did not respond appropriately to specific phrasing that was contained in particular questions. For example in Question 2d, students answered in long sentences but missed out the key word. Similarly, with Question 2e, some students found it difficult to differentiate between two questions and provided the same answers (which were not particularly relevant).

To prepare for this section, teachers need to advise students on the skills of identifying the key point/s of written questions and identifying the same points from the listening. The former is sometimes taken for granted, but needs to be frequently practised, as comprehension requires some degree of analysis. This process should extend beyond the first reading of the questions and students should keep referring back to the question whilst listening.

## **Section 2 – Reading and responding**

In this part, there were two dimensions of the task – to state the position of national and local language, giving some examples, and state the suggested measures that may be used to overcome the problems. This information should have been taken from the two articles provided. Some students only discussed the problems, and overlooked the dual dimension of the task. This further demonstrates the need to fully understand the particular task, and to deal with it comprehensively.

Some students did not adequately utilise the issues raised in the articles provided, but wrote largely about what appeared to be their personal observation/experiences of the language issues. This was not an appropriate strategy since the task required the identification and synthesis of information provided. Teachers and students need to be fully aware of the requirements of the task, and refer carefully to page 33 of the study design for a more detailed explanation.

In order to gain full marks for this section, students needed to identify at least nine 'positions and examples' and at least seven 'courses of action' from the following list:

Position

1. *Bahasa Jawa dikhawatirkan akan hilang*
2. *Kematian Sastra Jawa*

3. *Berkurangnya penerbitan buku dan majalah berbahasa Jawa (mention once only)*
4. *Pelajaran bahasa Jawa yang sudah ditiadakan di sekolah-sekolah*
5. *kelemahan bahasa baku eg monologis, tak bisa ditawar,tak interaktif,represif*
6. *Penggunaan bahasa yang baik dan benar*

#### Example

1. *Berkurangnya penerbitan buku dan majalah berbahasa Jawa (mention once only)*
2. *Peminat program studi bahasa Jawa sangat berkurang (hanya 9 orang)*
3. *Masyarakat Jawa sudah kehilangan ajaran komunal Jawa*
4. *Gotong Royong/budaya Jawa menipis*
5. *Lembaga bahasa Jawa tidak menggunakan bahasa Jawa lagi dalam komunikasi*

#### Course of action

1. *Mencetak majalah kebahasaan dan kesastraan bahasa Jawa*
2. *Menambah kosa kata*
3. *Menerjemahkan kosa kata/asing daerah*
4. *Memungut kata*
5. *Membentuk peribahasa positif*
6. *Mengefektifkan lembaga bahasa*
7. *Memperbaiki pengajaran bahasa di sekolah*
8. *Mengembangkan dan memandang bahasa secara obyektif*
9. *Meningkatkan minat baca masyarakat*

Students can practise the skill of identifying key points by summarising (in point form) key points of media articles. Teachers can assist students to develop skills in synthesis by providing two media articles that are related in some way, together with an appropriate task in comparing and/or contrasting particular points contained within the articles. These types of synthesis activities are more complex and require appropriate article selection. They would be best done with teacher supervision.

Question 3 required students to write an evaluative report for the Indonesian Language Advisory Committee. However, some students failed to demonstrate fundamental features of the text type, such as identifying himself/herself as the person giving the evaluation and providing an appropriate opening and closing. Students would have benefited from a thorough familiarisation with various text types and their features.

Overall, paragraphing was used successfully to present information clearly and logically. It is very important to structure paragraphs, and sentences within them, in a way that presents ideas clearly. Occasionally, paragraphing was not appropriately used, and in rare cases very poorly used, if at all. In some instances, sentences were too long, resulting in the key point of the sentence being obscured.

Some students wrote too much, at the expense of relevance. These students tended to be the ones who did not refer sufficiently to the information contained in the articles provided, but who wrote from a personal viewpoint. This was not a successful strategy for this task.

Given the specific task, students should have demonstrated a register or style suitable for a formal letter. Informal or colloquial vocabulary was not appropriate for the task. Nor was inappropriate use of Malay or English expression. Standard conventions of grammar were required, including the entire prefixes and suffixes. The use of *me*-prefix for verb rather than base word verb form was necessary. These inaccuracies are regarded as mistakes as students are expected to know the basic use of appropriate words.

## Section 3 – Writing

### Appropriateness of structure and sequence

In this section students had to choose one of four topics provided – two evaluative (Questions 4 and 6) and two imaginative (Question 5 and 7). Topic 7 was a popular imaginative choice, and Question 4 was popular for the evaluative.

For the evaluative writing topics, students were expected to demonstrate a degree of balanced discussion, for instance by considering the positive and negative aspects of an issue (Question 4). It was also highly appropriate to adopt a viewpoint and present supporting evidence or examples.

The imaginative pieces were generally well written and appropriate to the specific topic. Students who selected the imaginative topic (Question 7) generally wrote in an appropriate form.

In general, paragraphing, structuring of introduction, body and conclusion and a logical and sequential ordering of content were demonstrated.

### **Relevance, breadth and depth of content**

Many students chose Topic 7, 'You are a 100-year-old tree that stands in the back garden of a family home. Write a short story about the changes that you have witnessed as the house has passed from one generation to another.' This is a personal issue; students generally demonstrated highly developed expression and presentation of ideas. Some students chose Topic 4, 'Write an evaluative article for your school bulletin, comparing the pros and cons of education in a co-educational environment compared to that of a single-sex environment'. This topic is an educational issue, so generally students could relate their own experience and were able to demonstrate good expression and presentation of ideas.

Most students were able to write coherently and relevantly on the topic. Many had little trouble in demonstrating an appropriate depth of knowledge and the ability to express it. Rarely did students seriously diverge from topic to the point of irrelevance.

### **Accuracy and vocabulary and grammar**

Standard conventions of grammar were required, including the use of the prefixes and suffixes. There were isolated instances where students could not differentiate between the use of the *di-* prefix or the *me-* prefix, and added with the *-kan* suffix or the *-i* suffix. Some mistakes occurred in base word ending in *-k* and adding the suffix *-kan*, e.g. '*memasukan*' instead of '*memasukkan*'. or others ended words that needed a suffix with the same letter.

### **Range and appropriateness of vocabulary and grammar**

Generally, students did very well in this area. In the topic chosen, they were able to demonstrate a range of relevant vocabulary. Students were also able to demonstrate an appropriate range of grammatical structures, the use of active and passive verb form, *-i* and *-kan* verbal suffixes and noun formations using appropriate affixes.

Some students' writing style was relatively simple, lacking detail, using very simple vocabulary and base words for many of the verbs. The repetition of vocabulary, grammatical forms and sentence structures was at times evidence of poor expression. Inappropriate vocabulary, for instance using Malay terms, should have been avoided.

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