



## Oral Component

### GENERAL COMMENTS

Generally students were well prepared for the oral examination. Some students demonstrated an excellent level of preparation in both the Presentation and Discussion sections. However, some students' lack of preparation showed in their performance. Fluency, pronunciation and accuracy of linguistic elements were generally of a very good standard, but few students used complex vocabulary with specific meanings. All students had studied the sub-topic based on Language and Culture through Literature and Arts.

### SPECIFIC INFORMATION

#### Section 1 – Presentation

Many students demonstrated the capacity to present the necessary information appropriately within the given time limit. There was clear evidence that students were aware of the requirement of the revised Study Design and attempted to follow them; however, it is important to emphasise that students should not read their presentation from prepared notes. Page 30 of the *Indonesian First Language VCE Study Design* specifically refers to 'brief speakers' notes', which should be in point form and on a small card (no more than 20 cm x 12.5 cm).

A significant number of students did not show the capacity to relate to the audience during their presentation. Eye contact can be very important. While there were generally no problems in pronunciation, some students did not use stress and intonation to their advantage. Some used a flat intonation throughout their presentation.

Very few students used colloquialisms this year; students must continue to remember that it is not appropriate to use colloquialisms or slang when a standard Indonesian equivalent is available. Malay students also need to discipline themselves to avoid the influence of Malay vocabulary.

It is important for students to be aware of the need for breadth and depth in their information, to adopt a clear stance and to provide opinions and ideas. Some students simply presented their sub-topic in an informative style. The Presentation needs to be persuasive. Furthermore, there is a need to elaborate on the information with reasons, examples and evidence to support the Presentation. Students need to comment on their material and relate it to their chosen issue; in some instances the issues and information were not related at all. Students are reminded that the Presentation should be made in the specified time.

#### Section 2 – Discussion

Very few students used colloquialisms in their discussion this year; however, there was a substantial amount of repetition of some phrases, for example, '*pemerintah seharusnya...*'

Some students relied too much on the assessors to ask questions and only provided short answers without elaboration. Some students did not substantiate their answers with references to their resources. This area was generally disappointing, and far too many answers were given without any apparent concrete thought put into expressing ideas and opinions.

Students should be encouraged to practise debating to improve their ability to maintain and advance the exchange with the assessors. One area that is in need of improvement is skill in convincing the assessors of the validity of the student's opinions on the chosen issue. Students need to expect the discussion to range beyond the issue selected. It is also important that students remember to state their resources correctly, including the author and publisher and any other relevant information.

Topics that led to good discussions included:

- *Kemitrasejajaran antara perempuan dan laki-laki, apakah hal ini bisa tercapai?*
- *Perjuangan Kartini, apakah masih memadai untuk dibicarakan?*
- *Kesenjangan sosial dilihat dari berbagai film Indonesia terkini dan karya- karya sastra Angkatan 50.*
- *Perjuangan bangsa untuk meraih kemerdekaan ditinjau dari berbagai cerita pendek dan puisi Angkatan 45.*



## Written Component

### GENERAL COMMENTS

Overall, students did well across all sections of this examination, demonstrating a range of skills in listening and reading comprehension and in writing. The main problems arose from students failing to address the specific requirements of the writing tasks.

### SPECIFIC INFORMATION

#### Section 1 – Listening and responding

##### Text 1

##### Question 1

Any two of:

- *fungsi paru*
- *peningkatan kadar kolesterol*
- *gangguan ortopedik (kaki pengkar)*
- *kelainan kulit.*

##### Question 2

*Sejak 1989 terjadi peningkatan prevalensi obesitas anak yang cukup berarti, dan yang lebih memprihatinkan baru-baru ini adalah terjadinya kenaikan prevalensi sebanyak 20% di Jakarta.*

##### Question 3

- *Obesitas adalah kelainan atau penyakit yang ditandai dengan penimbunan jaringan lemak tubuh secara berlebihan.*
- *Overweight adalah kelebihan berat badan dibandingkan dengan berat ideal.*

##### Question 4

- *Menjalankan pola hidup sehat dengan mengurangi konsumsi makanan dan minuman berkalori tinggi.*
- *Meningkatkan kegiatan fisik seperti berolahraga secara teratur.*

##### Question 5

*Di Amerika Serikat prevalensi obesitas anak telah naik dari 7% menjadi 14% dalam 3 dekade ini.*

##### Question 6

- *Anak merasa kurang percaya diri.*
- *Sering diolok-olok.*
- *Tersingkir dari aktivitas.*

##### Question 7

- *Menurut statistik, jumlah prevalensi obesitas pada anak semakin meningkat.*
- *Ini menandakan kecenderungan pada pola hidup yang tidak sehat.*
- *Ini hal yang patut mengundang keprihatinan terhadap kesehatan generasi mendatang.*

#### Criterion 1: capacity to understand general and specific aspects of texts

In general, students completed this section very well, demonstrating their ability to identify the main points of each question and to listen for and identify the key points from the recorded passage.

Problems in answering questions usually arose when the students had not identified key words in the question and therefore did not know exactly what they were listening for. This was seen in responses to Questions 3, 4 and 6. In Question 7 many students did not seem to understand the question and their answers were therefore incorrect. In future, students are advised to check the specific wording of these tasks in order to appreciate the importance of comprehending questions accurately rather than merely listening for a general understanding. Understanding the question is vitally important, as is focusing on listening skills.



**Criterion 2: capacity to convey information accurately and appropriately**

In general, students answered in the appropriate format or style and demonstrated logical sequencing with few grammatical errors.

**Section 2 – Reading and responding**

In this section, students were asked to write an editorial about the problems of water distribution in the Bandung area. The information should have been taken from the two articles provided.

A significant number of students experienced difficulty in identifying and synthesising relevant information and ideas from the texts. As a result, the sequencing of extracted information was occasionally less than ideal, with additional information often included as an afterthought, or repeated information provided. Some students volunteered inappropriate information that was not contained in the given texts. Personal opinions are not usually required when responding to a written text involving reading comprehension. In general, a wide range of vocabulary and appropriate grammar were clearly evident.

**Criterion 1: capacity to understand and convey general and specific aspects of the texts**

In order to gain full marks for this section, students needed to identify at least three points on '*hal-hal yang meresahkan penduduk*', seven points on '*kesulitan debit air menyusut karena*' and five points on '*pemerintah harus mengatasi dan warga bisa*' from the following lists.

***Yang meresahkan penduduk***

- *air mengalir pada jam-jam tertentu*
- *sudah satu minggu tidak mengalir*
- *tidak merata bagi setiap tetangga*
- *retribusi tidak seimbang*

***Kesulitan debit air menyusut karena***

- *berkurangnya daerah resapan air*
- *meningkatnya pembangunan pabrik*
- *penebangan pohon di kota*
- *banyaknya warga yang membuat pompa isap*
- *penebangan hutan*
- *penyediaan debit air hanya cukup untuk 57%*
- *industri seenaknya menyedot air tanah*
- *ketimpangan pada musim hujan dan kering*

***Pemerintah harus mengatasi***

- *mengembalikan fungsi hutan sama dengan danau*
- *membuat peraturan penggunaan air oleh industri*
- *mengatur perijinan penggunaan pompa isap*
- *Penjernihan air yang tercampur sampah dan lumpur*
- *Mengatasi kebocoran air dari 40% menjadi 25%*

***Warga bisa***

- *melaporkan kebocoran air*

**Criterion 2: appropriateness of structure and sequence**

Question 8 required students to write an editorial about the problems of water distribution in Bandung area.

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

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, writing instead from a personal viewpoint. Students should have used evaluative language and both sides of arguments needed to be considered.



**Criterion 3: accuracy, range and appropriateness of vocabulary and grammar**

Given the task, students should have demonstrated a register or language style suitable for a formal newspaper editorial. Colloquial vocabulary was not appropriate for the task, nor was the use of Malay or English expressions. Standard conventions of grammar were required, including entire prefixes and suffixes; for example, the use of the *me-* prefix for verbs rather than the base word verb form. These inaccuracies were regarded as mistakes, as students were expected to know the basic use of appropriate words.

**Section 3 – Writing in Indonesian**

Students had to choose one of the five topics provided. There were three (Questions 9, 10 and 12) requiring evaluative language and two questions (Question 11 and 13) requiring imaginative language. The imaginative Question 13 was a popular choice, while Question 9 was the most popular of the evaluative topics.

**Criterion 1: relevance, breadth and depth of content**

Of the many students who chose Question 9, most demonstrated highly-developed expressions and presented their ideas well. However, some of them mistakenly wrote only about a mobile phone rather than a mobile phone with a camera.

Students who chose Question 13 generally used their imagination well when developing their response.

The majority of students were able to write coherently and with relevance to the topic. Most had little trouble in demonstrating an appropriate depth of knowledge and the ability to express it. Rarely did students seriously diverge from their topic to the point of irrelevance, but this should be kept in mind for future students.

**Criterion 2: appropriateness of structure and sequence**

In the evaluative essay topics, students were expected to demonstrate a degree of balanced discussion, for instance by considering the positive development of the issue. It was also highly appropriate to adopt a viewpoint and present supporting evidence or examples.

The imaginative essays were generally well written and appropriate to the specific topic.

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

**Criterion 3: accuracy of 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 when to use the *di-* prefix or the *me-* prefix, and a similar problem occurred with the *-kan* suffix and the *-i* suffix. Some mistakes occurred with adding the suffix *-kan* to a base word that ended with *-k*.

**Criterion 4: range and appropriateness of vocabulary and grammar**

Students generally did very well in this area and were able to demonstrate a range of vocabulary that was relevant to the topic. 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 in detail, incorporating very simple vocabulary and using only base words for many of the verbs. Repetition of vocabulary, grammatical forms, and sentence structure was at times evidence of poor expression. Inappropriate vocabulary, for instance using Malay terms, should have been avoided.