

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

INDONESIAN

In 1995, 123 students presented for the 2 Unit Z Indonesian examination, 83 for the 2 Unit examination only and 68 for the 3 Unit examination. In the Background Speakers Course there were 51 candidates in the 2 Unit course while 39 candidates attempted 3 Unit. This represents a pleasing increase of 30 candidates. It is also pleasing, once again, to note the appearance of new centres presenting Indonesian for the Higher School Certificate Examination.

2/3 UNIT

SECTION 1 : LISTENING SKILLS

On the whole the standard was high, with a number of students showing excellent skills in comprehension and obviously possessing a broad vocabulary. Candidates are again reminded to be specific in their responses and to include all details in order to maximise their marks.

Some common vocabulary problems occurring in these items included:

- Item 3 *kumis*
- Item 4 *topeng*
- Item 5 *seberangi rel kereta api, ujung*
- Item 6 *arah tenggara*
- Item 9 *SIM (surat izin mengemudi)*
- Item 10 *tenun, perhiasan*
- Item 11 *bersenam*

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

Item 15	<i>ombak</i>
Item 16	<i>setia</i>
Item 17	<i>semaunya</i>
Item 18	<i>praktis, diuangkan</i>
Item 19	<i>menyekolahkan</i>
Item 20	<i>mempengaruhi</i>
Item 23	<i>penebang</i> (confused with <i>penerbang</i>)
Item 25	<i>nenek moyang</i>

A number of students had problems with the global comprehension of Items 7 and 12.

SECTION II : SPEAKING SKILLS

Candidates again tended to score higher marks on the Traveller Abroad section than in the Personal World section.

Students are reminded that it is NOT necessary to create and maintain a dialogue in the Speaking Skills examination. Students need only respond to the cues in the Traveller Abroad section and expand their answers to the questions in the Personal World section.

Traveller Abroad

Although this section of the examination was somewhat longer and more demanding than in previous years, the majority of candidates were well prepared and performed well. The following areas of difficulty were noted:

cost	<i>ongkos</i>
by express mail	<i>dengan pos kilat</i>
weighed first	<i>ditimbang dulu</i>
by the beginning of August	<i>sebelum awal bulan Agustus</i>
older sister	<i>kakak</i> (not <i>kakek</i>)
omission of <i>about</i>	<i>kira-kira</i>
intersection	<i>perempatan, persimpangan</i>
fever	<i>demam</i>
at all	<i>sama sekali</i>
as soon as possible	<i>secepat mungkin</i>

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

thank you for	<i>terima kasih atas</i>
it has been a long time	<i>sudah lama kita tidak ketemu</i>
since we have seen each other	
phone reception	<i>Halo, ini resepsi?</i>

Candidates must make sure that they have included the functions required by the situation, e.g.:

Suggest	<i>Sebaiknya.....</i>
Complain	<i>Aduh!</i>
Compliment	<i>Bukan main.....</i>

They are reminded that it is not necessary to translate the titles of each situation.

Personal World

The responses in this section were generally very pleasing and candidates obviously possessed a wide vocabulary. The better candidates used a greater variety of sentence structure and gave their opinions confidently.

In Situations 1 and 3 (*Keluarga Anda* and *Waktu Bebas*) were the most popular questions and in Situation 2 (*Uang Saku*) the least popular. One area of difficulty emerged in Situation, however; some candidates ignored *selain daripada latihan jasmani* and included physical activities in their list of relaxation activities.

General Comments

Candidates are reminded that the examination time should not exceed 10 minutes, as stated on the examination paper. Teachers are asked to ensure that their students adhere strictly to the time limit so that their chances of doing well are not jeopardised.

SECTION III : READING SKILLS

The reading skills examination was structured in such a way that candidates progressed from easier to more difficult questions. Poorer candidates had difficulty with Question 4, and some of them omitted Question 5 completely.

Question 1

This was generally very well answered.

In part (a) most students were able to say that the people were approached to find out whether they considered that tourism should be banned on Bali.

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

In part (b), from the many reasons in the passage they were able to choose three in support of tourism.

In part (c) they needed to state Karla's viewpoint, giving a reason for that viewpoint. Surprisingly many candidates could not translate *dilarang*.

Question 2

This was also well answered, on the whole. The better candidates explained that the purpose of Rusli's letter was to enquire about the possibility of exchanging the cassette he won in a music quiz for another that he did not already have in his collection. *Kuis* and *redaksi* were not known by many candidates.

Question 3

This question was very well done. Although it was a long passage, candidates were able to select the relevant information for their answers.

In part (a) they could give Djody Setiawan's task and explain why it was difficult.

In part (b) some candidates found three examples to support the statement *Rupanya dia cinta dengan Indonesia*, but quoted directly from the text in Indonesian, rather than explaining the examples in English. Words causing confusion in this question were *dirancang*, *lebih sering menetap* and *berbulan madu*.

Question 4

This question posed problems for some candidates and was probably the equal of Question 5 in challenging candidates.

In part (a) the better candidates linked the title and the first sentence of the passage, and used the statistics showing that smokers face three times the risk of dying before the age of 70 than non-smokers. The use of *semakin* in the title proved difficult for many candidates.

Part (b) was well understood, but in part (c) many candidates had difficulty in saying that the life expectancy of non-smokers is greater now than it was 20 years ago.

In part (d) candidates needed to contrast both smokers and non-smokers, and to provide accurate details about the decrease of death from heart disease in non-smokers.

In part (e) attention to detail was crucial and it was necessary for candidates to understand all of the statistics in order to answer fully. In this question candidates had difficulty with:

<i>jangka usia</i>	<i>20 tahun yang lalu</i>
<i>menurun sampai 30%</i>	<i>sekurang-kurangnya.</i>

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

Question 5

This also posed problems for weaker candidates. A good understanding of the topic, required by the opening question in part (a) was necessary for students to come to terms fully with the passage. They needed to say that the problem under discussion was the lack of awareness of the dangers or hazards of poisonous chemicals found everywhere, particularly around the home, as a result of modern practices. It was insufficient to say that the topic under discussion was the environment.

In part (b) many candidates confused *pengetahuan* (knowledge) with *pendidikan* (education), and did not know *pengamanan* (safety measures).

Part (c) was generally better attempted than parts (a) and (b). Candidates mentioned that companies had the responsibility of warning local residents of the dangers inherent in using chemicals.

SECTION IV : WRITING SKILLS

Students should be encouraged to write to the word limit specified in the paper; they are reminded that no additional marks are given to compositions that go beyond the word limit. The most popular questions were 8, 10 and 11. Question 7 was the least popular, but those who attempted it gave very good responses.

The better students displayed a wide range of vocabulary and use of sophisticated phrases. Some had problems with grammar, correct prefix and suffix usage, and a large number of students found basic word order difficult. Examples of problems follow:

- incorrect use of *adalah*, i.e. expressing the verb *to be*;
- literal translations from English to Indonesian;
- mixing pronouns;
- use of *untuk* instead of *atas*;
- spelling, especially the phrase *terima kasih*;
- substituting English words where an Indonesian word is not known. Students must learn to rephrase to avoid this problem;
- incorrect cultural information.

Some candidates failed to write their composition in the form specified by the questions, e.g. an interview/dialogue or letter.

Students are advised not to plagiarise by quoting verbatim sentences from the comprehensions.

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

Question 6

Candidates used a wide range of personalities in answering this question. Most of the responses showed that students were able to ask and answer interview-type questions and, at the same time, make their compositions interesting and entertaining.

Question 7

Few attempted this question but those who did so wrote very well, expressing their dissatisfaction with facilities provided by the local council.

Question 8

This question was very popular and, on the whole, was well done. The better candidates included both negative and positive features of their school lives in a well balanced and well structured report, going beyond simply talking about school routine, subjects, etc.

Question 9

There was a good range of responses to this question, in most of which candidates displayed a knowledge of culture from a wide range of diverse places and ethnic groups.

Question 10

Some students simply described transport in general in Indonesia, although the better responses included this information as part of an amusing situation or experience. Those with a good imagination and cultural knowledge did well.

Question 11

Most students demonstrated a good knowledge of topic vocabulary and phrases used in a hotel situation. In the better responses candidates detailed itinerary plans and, at the same time, used an appropriate level of language.

SECTION V : OPTIONS

Part A : Contemporary Writing

In general students displayed a very good knowledge of the set text *Kisah Perjuangan Suku Naga*. They were very familiar with the themes and characters, and some gave well explained personal responses. Many also displayed good cultural knowledge in support of their ideas.

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

The better candidates were able to interpret exactly what the questions required and did not waste time in including irrelevant information or sweeping generalisations. Students are urged to take care when reading the questions and to address all parts of a given question, for example, there could be three parts to a question:

- (a) (iv) "Why does Ketua Parlemen say '*Sungguh sulit berdebat dengan saudara*'? How do we know that Abisavam outwitted his opponent? What techniques did he use?"

Some candidates lost marks because they inadvertently missed answering all parts of the question.

Given the reduced time allowed for the 2 Unit paper it is advisable to address the questions directly rather than including general information or glossy introductions in answers. Although care should be taken with phrasing answers, it is not necessary to use 'flowery language'. Answers should be clear and to the point.

Any quotations from the extract or the play as a whole must be explained. It is insufficient simply to re-write a quotation in Indonesian. Students must be able to explain why they have chosen it and how it supports their argument.

- (a) (i) This was very well answered. Students were able to explain that Ketua Parlemen was on a mission to persuade Abisavam to move the village because of possible mining on Mount Saloka. Better students also referred to the fact that there was an intimidatory tone to the meeting because Ketua Parlemen brought the army and tanks.
In this question students were not required to retell events prior to the meeting.
- (ii) Responses here were comprehensive, although some students seemed unaware that their supporting answers had to come from the given extract which provided a number of examples of Abisavam's integrity. Many candidates were therefore able to identify clearly, to explain and to link these examples to the question.
Some candidates found the interpretation of *integrity* difficult.
- (iii) Answering this required an understanding of Ketua Parlemen's character. The better responses included two separate examples of his status as a *yes man* and clearly explained how these examples supported their answer. Most candidates managed to explain that Ketua Parlemen represented his *atasan*, but some failed to explain who the *atasan* were, viz. Sri Ratu, the government, rich and powerful, etc.

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

- (b) This part presented students with most difficulty. The question required a thorough knowledge of the symbols of the West used throughout the play in relation to the establishment of characters. Some students failed to tie aspects of the West to characterisation and simply listed examples of symbols of the West. The majority of students recognised that Rendra's purpose in using this technique is to reinforce the themes, i.e. West vs Naga / Progress vs Tradition, etc.
- (c) Many candidates relied on generalisations when answering this part. The question asked for a description of the opposing views of TWO of the characters. Some students merely compared the *baddies* and the *goodies*, dealing with them as *groups of characters* when the question specifically asked for *two characters*. The better candidates clearly identified two opposing characters and explained the juxtaposition between the two. Once again, the better students provided clearly explained, appropriate examples from the play which they used to strengthen their argument.

Part B : Song

It was pleasing to note the increased number of candidates attempting the Song Option in 1995. It did seem, however, that some were surprised by the inclusion of one of the new songs prescribed. Students are reminded that any of the songs prescribed for study may be examined, and that it is inadvisable to try to predict which ones will appear on the examination paper. Thorough preparation of **all** set songs is necessary.

Students should be encouraged to develop a concise writing style and to address the questions immediately without any general preamble. This is particularly relevant considering the reduced time of the examination. Similarly, they should refer to line numbers rather than spend time in copying lines of text from the examination paper. Poor expression, inaccurate spelling and internal contradictions detracted from many responses, as did careless explanations or paraphrasing of quotations, sweeping generalisations and insufficient examples from the songs in support of answers given.

- (a) This part was well answered by the majority of candidates. They were able to give the meaning and significance of each of the four lines quoted on the examination paper, although, in line 4, some did confuse *semaunya* with *semuanya*.

In the better answers candidates gave a sophisticated interpretation of the significance of each of the four lines. For example, in line 1 they discussed the onomatopoeia found in *raung bulldozer* and *gemuruh pohon tumbang*. They linked the effect created, i.e. the roar of the bulldozer and the thundering echo of the falling trees, to the theme of the destruction of the forests

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

- (b) Most answers to this part were poor. Many candidates explained the repetition in the song without discussing the effect it creates. Answers stating that repetition *drums it into the listener's head* or *hammers home the message* were not sufficient.

Students should be aware that repetition can take a variety of forms, either musically or lyrically.

The better candidates identified several examples of repetition in the song, and explained its use in terms of the theme, e.g. the repetition of the chorus (lines 13-14) with its message that man's greed is causing disastrous erosion, which inevitably leads to floods and the eventual extinction of all forest life is a powerful exposition of the singer's opinion. These students then went on to discuss the effect created by the way in which lines of the chorus slide into each other and how the voices imitate the mud slides that occur as a result of erosion. The very word *menghantui* in the chorus comes back to haunt the listener and mirrors the threat that erosion poses to the dry land.

- (c) This part caused problems for those candidates who did not know *berjalan*, *bergerak* and *berbaris*. The better answers explained the meaning of each line and its relationship to the general framework of the song.

They discussed the notion of movement from the village, where life was difficult and uncertain (*jostling like mice on a slippery road* - line 3), to the final destination, the city, with its yet to be fulfilled promises of education and a better future (lines 23-24). In the second verse the children were in transit (*jostling in the crowded train* - line 14). This was often linked to the theme of urbanisation and the movement from rural to urban areas.

The idea of *anak bangsa* representing the future generation was well understood by most candidates.

- (d) This proved difficult for many students. A surprising number had no idea of the meaning of *wahai*, and could not comment on its significance.

The better candidates noted the repetition of *wahai* in the chorus and how it led into the focus question *Apa nasib bumi pertiwi?* (*What is the fate of the earth?*). They also discussed the role of the voice in creating a mood of urgency, distress and, sometimes, frustration. This was done through the urgent quality of the voice, as though Iwan Fals was shouting to gain attention or express his frustration at the situation.

- (e) Here candidates could either agree or disagree with the statement that both songs dealt with environmental issues. Their views, however, needed to be substantiated.

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

Both songs should have been discussed equally, but many candidates concentrated their answers on *Isi Rimba*, and tended to neglect *Untuk Yani*, or dealt with it in a cursory manner. This indicated insufficient preparation and reluctance to discuss the new song.

Although the question directed candidates to refer closely to the text, many wrote in very general terms. Others merely repeated examples quoted earlier in parts (a) and (b). In the better answers candidates found other examples and treated both songs equally.

- (f) Many candidates appeared to have run out of time by this and either failed to answer or jotted down brief notes.

The better candidates discussed all points listed on the examination paper, viz, music, structure, voice, style, tone, theme and language used. They compared both songs, using the above points as the basis for their discussion, and provided examples in support of each point. Poorer answers failed to refer to specific examples.

The discussion of the language used in the songs was very brief, and tended to be limited to sweeping generalisations, e.g. the language is simple, colloquial, *easy to understand*. Very little real analysis was evident in this question.

2 UNIT Z

The 1995 2 Unit Z examination was the first to follow the new 2 Unit Z Syllabus and thus the examination format was completely different from the previous one. Generally there was an obvious and pleasing increase in the students' language skills in Indonesian. In a few cases it did appear that candidates were surprised by the new format and were unaware of the Specimen Paper, the examination specifications or the new Syllabus. Teachers are reminded that students need to be equipped with both examination techniques as well as language skills.

LISTENING SKILLS

The Listening Skills section is now worth 30 marks and in 1995 contained 27 items. A wide range of marks was awarded, reflecting the varied performance of the candidature.

Some candidates offered alternatives to a particular item or expression of vocabulary, e.g. *can't / don't want to / or mango / jackfruit* in the hope that one of these would be correct. Candidates are reminded to make a decision for themselves and to stick to it.

Items 1, 2 and 3 were well done, while candidates found most difficulty in answering Items 5, 11, 12, 17, 20 and 22.

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

- Item 4 Problems occurred with *tigaperempat*, as some candidates thought this was 34 minutes and others had no idea at all.
- Item 5 Only a few candidates knew *semangka*.
- Item 6 This was well done.
- Item 7 Some candidates were quite confused. Others understood the intent of the item, yet thought that *rusak* meant *sore*.
- Item 8 A number of problems arose with this item. Some candidates found the request *Harap rekening saya disiapkan* difficult, while others missed the detail *sebelum* in the time given.
- Item 9 Some candidates did not know *menyewa video* and quite a number could not translate *pesawat video mati*.
- Item 10 Many candidates answered very briefly without explaining that they were going shopping to buy a present or *hadiah*.
- Item 11 A number of candidates found difficulties with *membawa resep ibu*.
- Item 12 Most candidates referred to his *hair* but the details *pirang* and *keriting* were often not known.
- Item 13 The majority could identify a confusion about buildings, but some did not know *perpustakaan* and *kantor pariwisata*.
- Item 14 Answers here were good.
- Item 15 A number of candidates did not recognise *Tahun Baru*, so answered *a birthday party*, etc.
- Item 16 Some had problems with comprehension of this item, and answers of *7 o'clock* or *7.15* were not uncommon. *Lagi* was not understood.
- Item 17 This proved to be a difficult item for many candidates, and answers such as *to go to the post office for her* or *because he was kind* were common. The key word *tertinggal* was not well known, nor was it linked to *dompot*.
- Item 18 This was very well done.
- Item 19 *Sepatu roda* was unfamiliar to some.
- Item 20 Many problems occurred in attempting to translate *kulit* and *jerawat*, which were not widely recognised.

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

- Item 21 *Kipas angin* presented problems for some.
- Item 22 This proved to be a difficult item for a number of candidates. *Sewa perahu* was not well known. Also *bisa berenang* was often translated as *not allowed to swim* rather than *not able to swim*.
- Item 23 Some candidates were unable to deduce *mengembalikan PR*.
- Item 24 There was, generally, good comprehension of this item. *Segar* was unfamiliar to some.
- Item 25 There were some interesting responses to this item. Most candidates showed quite sound comprehension, but encountered a few problems with the details, in particular *berkacamata hitam* and *lain warnanya*.
- Items 26
And 27 These Were Both Well Done.

SPEAKING SKILLS

The Speaking Skills standard was quite impressive, with many candidates speaking fluently and obviously possessing a good command of vocabulary and structure in Indonesian.

SECTION I : TRAVELLER ABROAD

All candidates coped well with the new format of Section I, but students are reminded that extra marks are not awarded for additional information given in this section. Candidates need respond only to the cues printed in English in Section I of the Speaking Skills examination. Problems in this section generally occurred with the phrasing of questions in Indonesian, in particular *Ask when....?* or *Ask how to get to....?* or *Ask how long....?* Duplication after numbers frequently occurred, e.g. *tiga anak-anak*. In addition the usual problems with the use of prepositions were evident, viz, *di, ke* and *dari*.

Specific Vocabulary Problems

- Question 1 *parcel, air-mail, cost*
- Question 2 *tourist, to walk*
- Question 3 *return ticket, adult*

A number of students had difficulty with pronunciation of words such as *mengirim* and *tersesat*.

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

SECTION II

In this section there is a choice of three situations, each with five Indonesian questions, of which the candidate has to choose one. Here candidates are encouraged to give more than a short response to each question, and to use their imagination to extend their responses. Without such expansion candidates cannot adequately show the breadth of their knowledge of vocabulary and structure.

Question 4 : Berbelanja

This situation encouraged a wide range of impressive vocabulary and structures from a number of candidates, who exploited the questions and pictures very well. Some encountered problems with the use of *dijual*, while others did not respond to part (b) completely, merely giving the function of one of the people.

Question 5 : Akhir Minggu

Some pronunciation problems occurred with *mengerjakan PR*. Students are again reminded to use their preparation time carefully to plan their responses. This will ensure that information required in part (c) has not already been given in parts (a) or (b).

Question 6 : Sekolah

Most candidates were able to speak about times and subjects very well. Some gave a very limited reason in answering part (c), whereas the better candidates gave interesting reasons. A number did not understand the meaning of *tamat*.

SECTION I

READING SKILLS

Question 1

Many candidates gained good marks, although most questions were quite challenging and discriminating.

- (a) Most candidates were able to mention two ways in which Joko earned his pocket money. Tidying his room or minding the neighbour's children were the most common reasons given.
- (b) Many candidates did not write that the journey to the peak of the mountain took six hours and some confused *makan waktu* with *eating food*.

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

- (c) To get full marks students needed to state two problems correctly. *Rusak, diganti* and *diperbaiki* were sometimes all translated as *broken* or *needed fixing*.
- (d) *Sampai akhir bulan April* caused problems for many candidates. The resort was located on the beachfront, just *near* the beach. Many omitted details of the sports facilities.
- (e) This was generally well answered, but to earn full marks details had to be included. A number of candidates did not know *menukar* as *exchange*, or that *buku roman* means a *novel*. *Di ular negeri* was also misinterpreted, and *taman* was translated as *garden* by a few.
- (f) Many candidates mistook *lahir* to mean *death* rather than *birth*. Also only a few knew *cucu* as *grandparents*. *Perawat* was not widely recognised as a synonym for *jururawat*.
- (g) This was well answered, although some candidates confused ASEAN with Asian.

Question 2

- (a) This question was generally very poorly done. In part (i) the question was about *sandals*, so the required answer was concerned only with wearing them with family or friends, by oneself or changing out of them at a hotel or a friend's house.

In part (ii) the phrase *makanan kecil* or *snacks* was unfamiliar to some.

Part (iii) dealt only with behaviour but many candidates failed to express the idea of *loudly* with *laughing* or *talking*. *Mengganggu* and *tertawa sampai ribut* were also rarely understood. In short many candidates seemed unable to sort through the passage and extract relevant information.

- (b) Some candidates failed to understand the concept of personal qualities in English and merely translated the first four statements literally. Most could identify the qualities of diligence and efficiency, few recognised *kepemimpinan* or *leadership*.

Part (ii) was well done as was part (iii), except for a few candidates who had trouble in recognising *lisan* as meaning *oral/aural skills*.

- (c) This question was well answered by those who used context clues and base-word knowledge to help them produce logical answers.

In part (ii) five reasons were given for thanking teachers and most students were able to choose three of these reasons as required by the question.

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

- (d) Once again some candidates appeared to become lost in a longer passage. Students are reminded to read the questions for clues prior to beginning their answers.

Part (i) was generally well answered, except for some candidates who did not know *bahkan* and therefore mentioned Java only. The one line space was often insufficient for them to write their answer.

In part (ii) it was necessary to include India as one possible source and the indigenous culture of Indonesia as the other.

There was confusion concerning the information required for answering parts (iii) and (iv).

A correct answer to part (iii) stated that it was part of religious or traditional ceremonies.

In part (iv) many candidates confused the separate occasions and were unsure of appropriate vocabulary, especially the idea of *mendatangkan hujan*. The answer required two ideas from the following:

bringing rain in a long dry season;
people having a party after the harvest, or
thanking God for the safety of the villagers.

In part (v) *kuburan* was not known by many candidates and few conveyed the idea of *gotong-royong* completely.

SECTION II : WRITING SKILLS

General Comments

On the whole the level of language achieved by the candidates under the new examination format was impressive. Particularly in the letter-writing section the more able candidates used sophisticated and varied vocabulary and expressions. The topics chosen were most suitable, interesting and challenging.

Question 3 : Letter Writing

In this section candidates must follow the conventions of writing a letter in Indonesian, with appropriate beginnings, endings and address, etc. Students need to practise the skills of letter-writing. Those who wrote original and fluent letters, in which they included a variety of general holiday activities or Bali specific activities as well as a variety of vocabulary and

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

structures, scored well. While it was not necessary for students to have been to Bali to answer this question well, it must be noted that students are expected to be aware of basic geographical facts. Errors included locating the Monas Monument, the Istana Presiden and the city of Bandung in Bali.

Question 4 : Narrative, Dialogue or Diary Entry Writing

This question was not as well answered, since most of those attempting it appeared to be running out of time. Consequently students must be carefully trained to plan their allocation of time.

- (a) This was the more popular choice. The better responses compared types of food in Indonesia with those in Australia, or described different types of places in which to have a meal in Indonesia, from a *warung* to an expensive restaurant. Many candidates merely listed some Indonesian dishes in dialogues, often using very basic vocabulary and, consequently failed to score well.
- (b) This was less popular. Those who showed sophistication in their use of structures, expressions, vocabulary and flair in discussing the exchange student gained better marks.

3 UNIT

SECTION I : LISTENING SKILLS

The standard of responses was generally very good, since students displayed sound comprehension skills and obvious understanding of the issues. Once again candidates must be reminded not to base their answers on their knowledge of the issues, but to base them solely on the details given in the item itself.

- | | | |
|------|---|---------------------------------------------------------------------------------------------------|
| Item | 1 | There was considerable confusion with the concept of <i>ibu</i> and how it related to this item. |
| Item | 2 | This was well done by most. |
| Item | 3 | There were problems here with <i>wajib belajar</i> . |
| Item | 4 | Although this was well done, some problems occurred with the phrase <i>cara berpikir kritis</i> . |
| Item | 5 | This item presented few problems. |

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

- Item 6 Many missed or ignored *di daerah asal* and simply mentioned deforestation near the river.
- Item 7 Problems arose with understanding or expressing *kesucian* and *mengotori*.
- Item 8 This caused many difficulties because the information was requested in a different order from that in which it was given.
- Item 9 Problems arose with understanding or expressing *budaya kekerasan*.
- Item 10 *Pengasuhan* presented some problems. Many candidates simply stated the issue as being *working women*, when obviously more specific information was required.

SECTION II : SPEAKING SKILLS

The 1995 Speaking Skills examination saw some changes from that in previous years. While the mark allocation was reduced from 15 to 10, there was a corresponding reduction in the number of questions to be attempted by candidates from 3 to 2.

Students are reminded that recording time should not exceed 10 minutes. Those who passed this tended to repeat both ideas and vocabulary.

For the first time candidates were permitted to make written notes during the preparation time. Students and those conducting the examination are reminded that these notes must be written on the blue copy of the examination paper and forwarded with the completed cassette to the Marking Centre. **Under no circumstances should other paper be used for these notes.** The purpose of the notes is to help candidates organise their thoughts and develop their arguments clearly.

Candidates should apply their knowledge by directly addressing the questions on the paper and using statements to focus answers. The better candidates attacked the questions immediately, whereas weaker candidates tended to talk around the topic. Some poorer answers showed evidence of rote learning without showing any ability to adapt knowledge to the specific demands of the questions on the examination paper.

Given the nature of their answers, some students gave little evidence of having studied the 3 Unit course in depth; thorough preparation is essential for success at the 3 Unit level. The lack of grammatical accuracy in many answers also caused concern. Noun and verb forms were often not known, and many ignored object focus constructions in cases where it was necessary. While many candidates had learned sophisticated vocabulary, there was a disturbing tendency in some cases for their answers to be direct translations from English, and to lack an authentic Indonesian feeling.

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

The most popular questions were **Question 3 : Environment** and **Question 4 : Transmigration**.

Question 1

Some candidates did not discuss the *bidang-bidang* which played an important role in Indonesia's development.

Question 2

Here candidates showed varying degrees of knowledge about the Indonesian political system.

Question 3

The better answers discussed the effect of industrialisation on the environment and local people.

Question 4

Many candidates concentrated on definitions of transmigration without discussing the successes and failures of the program in sufficient detail.

The following factors are considered in marking:

- organisation and development of content
- treatment of topic
- socio-cultural knowledge
- control of linguistic elements
- range of variety of expression
- fluency and accuracy of pronunciation.

SECTION III : READING SKILLS

The Reading Skills section was generally well handled.

Question 1

- (a) Candidates should have mentioned that the family unit determines an individual's way of thinking, attitude and behaviour. Some did not understand *tingkah laku* and others confused *sikap* and *sifat*.
- (b) This was well answered and most candidates could provide two benefits of a good family life.

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

- (c) The better candidates extracted all necessary information, linking it logically to the title. They explained that the mother, as the first social contact for the child, plays the main role in the family. They emphasised her role as an educator and the necessity for her to fulfil all conditions necessary for a family's progress. They then linked the fact that families are the key to a community's development to the title, i.e. that *mothers* are the key to community progress.
- (d) To answer this part well candidates needed to read the last paragraph carefully. They should have mentioned that development is not just a government responsibility, but that the community also has a role to play. The community should recognise that the government has already done much to improve the welfare of Indonesian society. Many candidates had difficulty in understanding *sudah banyak yang dilakukan oleh pemerintah untuk kesejahteraan masyarakat Indonesia pada umumnya*.

Question 2

Here candidates did not realise that the passage was about graffiti, and referred to *the phenomenon* throughout their answers.

- (a) The better answers included examples from the local area (taken from paragraph 1), as well as saying that graffiti was found throughout the world, especially in the USA.'
- (b) Here details of three examples of past evidence were required. Some candidates had problems with *purbakala* and *coretan*.
- (c) In the better answers the title was linked with the details given in the third paragraph. They gave examples to prove why graffiti could either be considered as pollution or poetry.
- (d) Here the better candidates wrote that the positive strategy adopted was the organisation of a competition and the opportunity it afforded to young people to express themselves freely. Some candidates did not understand *coretan apa saja* and thought that the message had to be polite. *Perlombaan* was often misunderstood.

SECTION IV : WRITING SKILLS

Generally the 3 Unit writing section presented the opportunity for average candidates to achieve reasonable marks. There were few poor answers. The majority of the candidature chose Question 6; very few chose Questions 3 and 4, and Question 5 was not attempted.

The better students displayed superior language skills and a clear understanding of the topic chosen. Both language and content are important. Students should be able to address any

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

topic from the Contemporary Issues section of the 3 Unit Syllabus, and be able to express their thoughts and opinions in a suitably high level of Indonesian. Structures, vocabulary usage and grammar should be indicators of their having studied Indonesian to a 3 Unit level.

Students should avoid simply regurgitating all the information they have learned relevant to a topic. The better students are able to develop a logical train of thought and adapt their content knowledge so as to answer the question in a comprehensive manner. Each question requires details and analysis. Opinions should be presented and backed up in a logical and well set out format. The better students successfully went beyond the confines of the question to show a thorough understanding of the question and, at the same time, kept information relevant to it.

Question 3

The better students were able to show their knowledge of Islam in Indonesia and, specifically, Islam in a political context. Diversity of ethnic groups and religions were identified as contributing factors to Indonesia's not being a *Negara Islam*, while the fact that unity as an Islamic state would not be easily attainable was due to these factors. The idea of religious tolerance as expressed in the Panca Sila and the role of the Panca Sila in everyday life would preclude Indonesia from becoming an Islamic state.

Question 4

The better students gave details about the various functions and influences of the mass media, listing and linking the information directly to the impact of the mass media on youth in Indonesia.

Question 5

This was not attempted.

Question 6

The better responses gave a brief explanation of the process of urbanisation in Indonesia and were able to explain the problems that arise as a consequence, specifically those connected with health, transport, work opportunities and housing. They suggested reasons for these problems and briefly mentioned solutions. The more competent presented a fluent response to the specifics of the question and then linked the problems that exist from one to the other in a general sense, e.g. no job = poor housing = poor health and sanitation, with all being linked as an economic factor.

INDONESIAN FOR BACKGROUND SPEAKERS

2/3 UNIT (COMMON)

1995 was the initial examination of this new course. From 1984 to 1994 Background Speaker candidates from Indonesia and Malaysia sat for the Bahasa Indonesia/Malaysia examination. Malay for Background Speakers was examined for the first time in Malaysia in 1994 and in Australia in 1995. 90 candidates sat for the Background Speakers' examination in Indonesian this year.

LISTENING SKILLS

This was the first time that background speakers have had their listening skills examined.

Ruang keluarga bertanggung jawab

1. Good candidates mentioned the major topic: the proposal of a "*refreshing*" for the family. They also included the discussion of who would do the household chores (the washing up), the recent tensions in the family and the suggestion of the need to discuss *small* issues concerning themselves. Quite a few students missed the main issues and picked up *ipoleksosbudhankamrata* instead, completely misunderstanding its meaning.
2. Good candidates mentioned that the speakers were members of the one family, consisting of father, mother, son and daughter. They supported their answer by mentioning the terms of address used for the various family members. Quite a few gave the names of the children as well.

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

3. Good candidates said that the program is aimed at the general public and more specifically at families. They supported their answers by referring to the topic of the conversation (i.e. family matters), the title of the program, the language used, which is familiar language such as is used in Indonesian families. Some candidates commented on the fact that the program showed how to achieve a harmonious family.
4. Candidates mentioned the happy, friendly, intimate atmosphere which revealed a democratic and peaceful family. They commented on the light, happy music that introduced and concluded the program, thus contributing to the atmosphere, the humorous word-play or teasing of the children, the sing-song intonation used by the son, and the firm yet friendly tone of the father. The use of sound effects (clink of dinner plates) was also mentioned.
5. Almost all candidates were able to comment on the conversational nature of the language which contained English, Javanese and Arabic words as well as *bahasa sehari-hari*, supporting their answers with appropriate quotations from the conversation.

WRITTEN PAPER

Section I : Comprehension

Question 1

- (a) Good candidates gave a full picture of the way in which education improves the status of women and were then able to generalise from most of the points given to show the role of education in society, exploring the contribution of education to literacy, the economy and family planning.
- (b) Candidates were judged on the effectiveness of the arguments given to support their point of view about whether the behaviour outlined in the letter was acceptable. Some commented on both the male and female sides of the situation. Mention was made of the fact that the situation would be more acceptable in the city than in a rural area, as well as more accepted by educated people than by uneducated people. Religion was frequently mentioned in statements showing whether the behaviour was acceptable. It was pointed out by many candidates that such situations are widely reported in the media these days.
- (c) Good candidates recounted Ir Itje's education and work history, highlighting her major achievements as well as her main characteristics such as physically getting involved with the sites she had designed by donning helmet and boots with the workers on the job and learning about matters outside her field such as *lifts, genset*.

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

- (d) In good answers candidates related the stylistic techniques to the targeted readership. Some listed the stylistic devices used in the passages but failed to explain how these showed that the passages were directed to a particular readership. Thus, the use of foreign words and technical jargon in a passage could show that the audience would need to be educated and perhaps have an interest in that specific technical field. Poorer answers simply listed the subjects of the passages as suiting the readership and thus mentioned readerships such as illiterate women. The better answers did not try to define a readership in general terms but dealt with each article separately.
- (e) Again the better candidates looked at the way in which men figured in each of the three articles but did not attempt to generalise. They commented on how, in article A, men were depicted as being more literate with higher status jobs, in article B the man was irresponsible and, referring to article C, commented on Henry Pribadi's recognition of Ir Itje's ability in his invitation to her to join the executive committee of the granite factory at Citeurup.

Section II : Writing Skills

Question 2

About 75% of the candidates chose part (a), while 25% chose (b). Most chose to write a composition, but a few wrote in the form of a newspaper report, interview or dialogue. A small number chose to write a short story or approach the topic from a fictional narrator's point of view.

Good candidates treated the topic with imagination and gave a wide range of reasons explaining why women were prevented from participating in development. Some used the reading passages creatively, but a minority copied sections of text verbatim.

- (a) Some of the barriers to participation mentioned were: a husband's attitudes, societal attitudes, parental attitudes, lack of workplace facilities for mothers, poor educational levels, women's *kodrat*, poor self-esteem, inequality in labour conditions, lower pay, the perception that women are sex objects. A very small number of candidates argued against the fact that these were *hal-hal kecil*.
- (b) While many compositions began by supporting women's role in national development, a number had swung around by the end and confirmed a women's *kodrat* as being wife and mother.

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

Section III : Contemporary Issues

Question 3

Answers to this question were generally disappointing. A few candidates were able to write more than two pages, while others failed to manage more than a few lines. Good candidates related Rendra's use of dramatic techniques to the issues he presented in the play, *Kisah Perjuangan Suku Naga*. Poorer candidates wrote about dramatic techniques only, or simply discussed the issues raised in the play.

The better answers discussed Rendra's use of:

the traditional *wayang* story form, particularly the *Mahabharata* to present the two conflicting groups; Astinam and Suku Naga;

his use of characterisation, including caricatures, to convey his ideas on how development was being equated with westernisation;

conflict when two of the ideas of *pembangunan* were contrasted.

Good answers also included the role of the *dalang*, humour and the staging and stage directions in presenting the issues.

Question 4

It was disappointing to see that four candidates wasted time by answering both questions in Question 4. 76 students attempted question 4(a) and 10 attempted 4(b).

- (a) Good candidates explained how both groups (Suku Naga and Astinam) viewed progress, with Astinam seeing it as physical development to bolster a false sense of national pride which would benefit only the elite and the foreign investors, and which is meaningless and even destructive to the people. The Suku Naga, on the other hand, see it as a holistic improvement of lifestyle working in harmony with nature. The better candidates then supported their explanations with appropriate references to and quotations from the play, using other examples from wide reading, listening and viewing of texts to illustrate both interpretations of progress.

Some candidates maintained an excellent sense of balance in their essays, mentioning that, while the government of Indonesia still tends to have the same view as that held by Astinam, some *kemajuan* such as the education programs had benefited the people as well. Popular struggles against the Astinam style of *kemajuan* were also given, viz, Romo Mangunwijaya, various youth organisations, Marsinah.

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

- (b) While candidates were able to elaborate on the tensions created for village families faced with the choice of moving to the city or remaining where they were, only a few candidates were able to illustrate their point of view by referring to appropriate examples from their wide reading.

3 UNIT (ADDITIONAL)

39 students attempted the 3 Unit paper and, on the whole, the candidature was well prepared.

Section I : Novel

Question 1

Only one candidate answered this question.

Question 2

Good candidates linked the role of Saaman to the themes of the novel, *Keluarga Gerilya*, as well as to the plot and to the development of the different characters. Weaker answers just set out Saaman's role in the plot, chapter by chapter.

Section II : Poetry

Almost equal numbers of candidates answered each question. This was particularly pleasing as it means that candidates had been able to study all three of the poets set for study. In previous years it was obvious that some centres failed to study at least one of the prescribed poets.

Question 3

Candidates who used quotations to support their arguments obviously benefited from having the poem on the examination paper, and most supported the points they were making with appropriate references to the text. Good candidates analysed the poem to show how the poet conveys his message and feelings about the changes that have taken place in Bali. They referred to the selection of words, the tone, the emotive use of language, and a range of poetic devices, giving examples where necessary. Weaker candidates just gave a prose rendition of the poem.

1995 HIGHER SCHOOL CERTIFICATE EXAMINATION

Question 4

In this question candidates were required to discuss one poem from each of the two poets set for study. Judicious selection of poems was necessary. Ajip's *Terkenang Topeng Cirebon* was obviously a more appropriate poem than *Antara Kita*. Toeti's *Cyclus* poems were better than *Panta Rei*.

Good candidates showed how the poems they had chosen clearly demonstrated how meaning is conveyed through feelings, tone and poetic devices. Weaker candidates simply outlined the contents of the poems. A few candidates discussed one poet only.