

# Indonesian (continuers)

2010 ASSESSMENT REPORT

Languages Learning Area

# INDONESIAN CONTINUERS

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### ASSESSMENT COMPONENT 3: ORAL EXAMINATION

One hundred and six students from South Australia and the Northern Territory were enrolled in Indonesian Continuers in 2010.

#### Section 1: Conversation

The mean score for the conversation section was 14.75 out of 20. Students generally performed more competently in this part of the examination. Thirty-six per cent of the cohort received a score of 18 or more for this section.

Examiners ensured that 10–12 minutes of the prescribed examination time of 15 minutes was used to assess the oral skills of each candidate. As in previous years, the more successful students were able to understand all questions and, in turn, were able to give clear and detailed answers without sounding too rehearsed.

Most students had little difficulty understanding and responding to the questions from the examiners. The less successful students experienced difficulty with basic sentence structures and demonstrated a very limited range of vocabulary. Examiners noted that some candidates did not meet the requirements of the examination because they had a limited understanding of the basic grammatical structures expected at this level of their Indonesian studies. It is highly recommended that teachers ensure the grammatical structures outlined on the SACE website ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)) are taught and consolidated in preparation for the oral and written examinations.

The most successful students were able to converse in a more natural way with the examiners, communicating beyond rehearsed or familiar patterns. They demonstrated a high level of grammatical accuracy, breadth of vocabulary and sentence structure. They were also able to comprehend and answer even fairly difficult questions which required some analysis and opinion. They were able to use passive sentences and more complex structures including a wide range of vocabulary.

Students are reminded to expect variations in how examiners phrase questions in the oral examination. It is an ongoing recommendation that teachers expose students preparing for this examination to different styles of questioning.

Common errors made by students included the following:

- to study for – *mempelajari untuk* rather than *mempelajari* or *belajar* without *untuk*
- I enjoy – *saya menyenangkan* rather than *saya senang*
- *saya senang pergi dengan* rather than *saya senang pergi dengan*
- over-use of *baik...maupun*
- *cerita ini sedih* rather than *cerita ini menyedihkan*
- prefixes and suffixes such as *makanan* to indicate to eat rather than food
- the position of possessive adjectives in a sentence such as *saya adik perempuan* rather than *adik perempuan saya*.

Examiners noted that some native or near-native speakers used language that was too informal for the situation, for example, using the given name instead of *saya* for first person pronoun or colloquial terms for *said – dibilang*, *with – sama* etc. They also had the tendency to use the verb suffix *-kan* incorrectly and drop prefixes such as *ber-* in verbs. It was also noted that several native or near-native speakers tended to rely on their existing language proficiency. They could have been more prepared to be expansive and creative in their responses. Anglicisms were used especially when referring to careers.

The passive structure was often used incorrectly but, on the whole, grammar was reasonably good and mistakes made did not impede the meaning.

## **Section 2: Discussion**

The mean mark for the discussion was 6.79 out of 10. Forty-four per cent of the cohort received a score of 8 or more. Most students were able to present their topic well, but some included main points which were too broad and this did not help them give specific answers. The topics mostly were well-chosen and interesting but the broader topics made it hard to have a discussion.

Overall, students were well-prepared but some students' responses were too general and lacked any specific facts or details. Some students included old data on their topic, and teachers are reminded to be aware of this when advising students of possible resources. Students need to avoid stereotypes, or making stereotypical comments, when discussing their topic. The use of the object focus is highly recommended in this section, and specific language related to the topic should be used competently.

Topics related to the environment, such as 'animals in danger', need to be refreshed and researched from a more innovative perspective to avoid simplification of the topic. Resources used need to be current. Examiners commented that students who chose their own topics seemed to show more ownership of their work and were able to speak informatively and with enthusiasm. Most of the native or near-native speakers chose very predictable and traditional topics such as weaving, marriage, death ceremonies, dance, and ethnic and cultural customs. Some more interesting topics relevant to young people included sex education affecting Indonesian youth, and the ups and downs of a famous Indonesian pop band. Some good environmental topics included deforestation, urban pollution, and mud slides in East Java.

Too many students relied on descriptive information, much of which was based on common knowledge and understanding. Even when prompted, many of the students had difficulty expressing opinions or presenting and commenting on important issues. About one-third of the students did discuss issues and provided some opinions. These students had usually done more research and seemed better prepared. The capacity to maintain a discussion seemed to correspond with how well they had worked on their research topic. It seemed that teachers had chosen the topics for many of the students, and as a result the discussion of that topic was flat, descriptive, and uninspiring with little debate or discussion of issues and opinions. The students need more guidance from their teachers on how to research and present an informative and engaging topic that is relevant to their interests.

There was a disappointing lack of support objects – only a few students brought something to enhance or bring interest to their topic. Students should be encouraged to make good use of this opportunity.

## **ASSESSMENT COMPONENT 4: WRITTEN EXAMINATION**

### **Section 1: Listening and Responding**

The mean mark for this section was 12.40 out of 20. The five texts included a promotion of a product, an announcement of a new ice-cream shop, a speech, an interview, and a film review. Results demonstrated that Text 3 was the most difficult for students.

#### **Text 1**

##### **Question 1**

This text appeared to have confused many students – many did not get the correct price or confused the fact that the product *saved* plastic with being made *from* plastic.

#### **Text 2**

##### **Question 2**

On the whole this question was done very well and the majority of students were able to get at least two marks.

#### **Text 3**

This text proved extremely problematic and overwhelming for many students. The majority of students could not answer the questions well regardless of how well they understood the content.

##### **Question 3 (a)**

Most students only mentioned that the program had been continuing for three years or that there were benefits, but very few mentioned what the benefits were or that there was a friendship/relationship between the two schools.

##### **Question 3 (b)**

This question required students to identify how the speaker in the text conveyed his message referring to the language used in the text. Generally, this was done unsatisfactorily and indicated that students were not prepared for this type of question. Students focused on the use of *Anda* to justify, saying it was a formal speech, and were not able to add anything more. Some students picked up that there was a message of gratitude and appreciation because of *terima kasih* but very few answered in more detail.

#### **Text 4**

##### **Question 4 (a)**

The majority of students coped with this part of the question well. A common omission, however, was that the group being interviewed did not want to disappear quickly from the Indonesian music scene as so many other groups have done.

#### **Question 4 (b)**

Several students confused the interviewer with Kiki in this question. Overall, this part of the question was not done particularly well and many students focused on the tone of the speaker's voice rather than explaining the reason he was not worried about the album taking a long time to complete. Many students mentioned that there was a bonus track, which was irrelevant.

#### **Text 5**

This question was done very well with many students achieving full marks.

In general, teachers should note that students need to be aware of the difference between *providing examples from the text* and *referring to the language used in the text*. When providing examples, several students wrote the Indonesian expressions without translating them or explaining how the language supported their argument. For example, in Text 3, students needed to identify the emotions in the message and refer to the language used in the text to support their argument.

### **Section 2: Reading and Responding, Part A**

For Text 6 the mean mark was 4.21 out of 7.

For Text 7 the mean mark was 4.05 out of 8.

#### **Text 6**

#### **Question 6 (a)**

This question challenged many students and only a small number received both marks. The question required students to explain what is meant by *Dalam semangat hari kemerdekaan Republik Indonesia ke-65*, which appears in lines 2 and 3 of the text. Clearly, students only translated the expression into English without explaining its relevance to the rest of the information in the first paragraph. Students need to read each question carefully and endeavour to answer what is required rather than just translate the Indonesian expression in the question.

#### **Question 6 (b)**

This question was also very challenging for many students. Students were asked to find references in the passage that the author used to evoke sympathy in the reader. To answer the question successfully, students needed to search for words or expressions that promoted a sense of tenderness or pity for the children described in the passage. Once again, students who only referred to the Indonesian words without explaining their meaning did not receive full marks.

#### **Question 6 (c)**

This question was not answered completely by the majority of students. When referring to the tone of the text, students need to mention both its style and mood. The mood is one of celebration [patriotic], pride, satisfaction and acknowledgement of the work done by the volunteers.

#### **Text 7**

### Question 7 (a)

This question was not answered completely by many students as they did not identify the two factors that caused Melati not to be worried about failing the first exam.

### Question 7 (b)

Only a few students answered this question completely. The majority of students satisfactorily translated the Indonesian *jadi tontonan semua orang* but did not elaborate by making reference to Melati's feelings and experiences.

### Question 7 (c)

This question required students to identify the emotions evident in the passage and to support their answer with references from the text. Most students identified Melati's sense of gratitude towards Pak Agus for his support. However, only a few competent students identified her feelings of embarrassment, desperation, anger, being the most stupid girl in the world, and finally having learned from such valuable life experiences.

## Section 2: Reading and Responding, Part B

### Text 8

#### Question 8

Students were asked to write a promotional, convincing, and encouraging text of a talk they would give to their classmates to help the worthy cause outlined in the text. The mean score was 11.01 out of 15, and 41% of the cohort received a score of 13 or more.

All students were capable of writing a response but only a few were not able to write a lot and it seemed that this was an issue of lack of time rather than lack of ability to understand the task or respond to it. A few students were confused about the word *them* in the question and thought *them* referred to the people who wrote the advertisement. Therefore, these students wrote a letter instead of a speech.

Students' capacity to understand general and specific aspects of the text by identifying, analysing, and responding to the cues was generally good, although many missed opportunities to address important parts of the text in their talk. A few students wrote a speech to the organisation advertising themselves for the job, instead of addressing their fellow classmates. The structure and sequence of the written pieces were generally good. Paragraphs were used appropriately by most students, although some less successful responses did not use paragraphs. Words to indicate tense were frequently omitted from sentences.

There was confusion between *kami* and *kita*. A few students used *kami* where *kita* should have been used as in, for example, *kami bisa membantu* rather than *kita bisa membantu*. Students sometimes used *oleh* instead of *dengan* as in, for example, *Kamu bisa bantu oleh penggalangan dana. Adalah, makin, sehingga* were often used incorrectly. There was confusion with *jangan* and *tidak*. Opening and closing salutations were appropriate. Some students asked questions to their audience to evoke feelings about the cause. Some inappropriately used *aku* rather than *saya*.

Overall, students were able to address the task by giving a variety of suggestions about how to help the organisation. These included volunteering at the music and food festival; selling, promoting, and buying the products offered; making posters at school; and using Facebook to promote the event. A few students wrote a letter to the people who wrote the advertisement using a title. A speech should have a clear opening, greeting, and conclusion but not a title.

Frequent grammatical errors included:

- use of *ke* instead of *untuk* meaning to + verb, e.g. *ke membantu*
- the wrong use of *bahwa* in sentences
- some students used incorrect spelling in their response even though the words were correctly spelt in the original text, e.g. *penglihatan penggalangan*
- punctuation needs serious attention
- students need to make the end of each sentence clear by using full stops

The most successful responses included valuable suggestions of how to help, as well as giving reasons why it is a worthwhile cause. The average students wrote more of the why but not so much of the how. Less successful students copied complete sentences from the text without changing the way the sentence was written. More successful students did use sections from the text but were able to change the structure and able to substitute words of the same meaning, for example, *mengumpulkan dana* instead of *penggalangan dana*.

### **Section 3: Writing In Indonesian**

There were three questions. Question 10 was the most popular, followed by question 9 and question 11. The mean score for question 9 was 14.13 out of 20; for question 10 it was 13.69 out of 20, and for question 11 it was 13.20 out of 20.

Most of the candidates answered the question and tried to write imaginatively, although a few candidates reused old essays with mixed success. The minimum word-limit (250 words) is important and the most successful candidates were able to show depth of treatment of the topic by writing more than the minimum number of words. At this level students should be able to draw on extensive vocabulary and a good range of more sophisticated phrases to express their ideas. The less successful essays were well below the expected complexity level for Year 12.

The use of transitive and intransitive verbs was well-developed in candidates who received marks in the middle-to-high range. A good number of candidates successfully attempted to use passive structure. The less successful candidates did not have a strong understanding of the subject, verb, and object structure, and the use of the passive structure was not evident.

Some responses did not include an introduction or conclusion and in some cases no paragraphs were used. The best responses demonstrated awareness of the importance of essay structure and planning paragraphs in answering the question.

The use of cohesive devices linking ideas, sentences, and paragraphs were only evident in the most successful candidates.

#### **Question 9**

Students were required to write an article for their Indonesian class website about a memorable event that they experienced during the year. Most students chose to write

about an experience on vacation in Indonesia or other destinations. A few students wrote about an event related to their school life, such as the school formal. The more successful responses were well-structured and detailed pieces of work including the use of temporal markers, adjectives, verbs, and general connective devices. On the other hand, the less successful responses demonstrated a limited range of vocabulary and sentence structures, and often repeated concepts, ideas, and vocabulary to meet the required word-counts.

### **Question 10**

This question was the most popular and candidates generally handled it competently. The most successful responses included a detailed and interesting account of teenage life in Australia from many perspectives, for example, social, school, part-time work, sport and leisure, or family and friends. On the other hand, it was noted that the less successful responses focused on a single aspect of teenage life in Australia, for example, socialising or alcohol consumption. This approach was very limiting and repetitive in style and content.

### **Question 11**

Students were required to write the text of a farewell speech given for a friend from Indonesia who has been staying with them for three weeks. Generally, opening and closing salutations were treated appropriately by the majority of students who chose this question. The most successful responses creatively approached memorable moments shared together during the three weeks and even mentioned a funny experience to add humour to the speech.

Teachers are reminded that students should adhere to the correct word-limits as well as to the text type. Teachers should regularly expose their students to past examination papers in the course of the year leading up to the final examination, to familiarise, practice, and consolidate their written expression in Indonesian. It is also highly recommended that students recognise, practice, and reproduce all the text types outlined in the Languages learning area manual as well as the list of grammatical structures included. Extensive vocabulary, solid understanding of Indonesian grammar, verbs, adverbs, adjectives, connective words and temporal markers, good punctuation, and paragraphing all contribute to the quality of written expression expected in the examination.

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Indonesian (continuers)