



2013 Languages: Indonesian First Language GA 3: Examination

Written component

GENERAL COMMENTS

Students performed well in Sections 2 and 3 of the 2013 Indonesian First Language written examination.

In Section 3 many students chose evaluative writing.

SPECIFIC INFORMATION

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1 – Listening and responding

Text 1

In general, students were able to demonstrate their understanding of the text. However, many students struggled to select the correct information from the text. Students should ensure that they read questions carefully and understand what is required before responding.

Question 1a.

Perkembangan dunia musik di Indonesia.

Question 1b.

- *diperkenalkan oleh pedagang Arab sesudah tahun 1940an*
- *dipengaruhi oleh musik Melayu, India dan Spanyol*
- *dikombinasikan dengan gitar listrik pada tahun 70an*
- *akhirnya dikombinasikan dengan musik rock*

Question 1c.

- *iramanya mudah diterima*
- *kata 'dang' berasal dari gendang*
- *tabla India*

Question 1d.

- *bisa didengar di rumah atau di warung-warung kecil*
- *penyanyinya mempunyai banyak penggemar dan sepopuler penyanyi rock*
- *penampilan penyanyinya menawan dan badannya bergoyang-goyang sambil bernyanyi*
- *penggemarnya berasal dari semua kalangan*
- *mengekspresikan emosi kesenangan dan kesedihan [di dalam iramannya]*
- *Minto, kritikus musik, meramalkan akan terus populer*

Question 1e.

Rap, jazz dan pop diterima dan didengar di radio dan televisi.

Section 2 – Reading and responding

The majority of students were able to correctly identify the required information from the text. However, many students did not compose their answers correctly.

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Texts 2 and 3

Question 2

In order to gain full marks, students needed to identify most of the following points.

Keuntungan:

1. *menambah kekayaan negara*
2. *memperbaiki sarana*
3. *pendidikan*
4. *kesehatan*
5. *memperbaiki standar hidup*
6. *bahan bakar fosil yang bisa menangkap karbon di udara*

Kerugian:

1. *habitat orangutan dan gajah terancam*
2. *habitat tumbuh – tumbuhan rusak*
3. *pencemaran air (kwalitas dan kuantitas)*
4. *hutan tandus*
5. *hilangnya bahan pakan hewan*
6. *ekosistem rusak*

In general, many students were able to use the correct structure and sequence. However, some students did not include links between paragraphs and included sentences that were too long.

The majority of students used the correct vocabulary for a formal speech.

Section 3 – Writing in Indonesian

Students needed to choose one of the five questions. There were three evaluative writing questions (Questions 3, 4 and 5) and two imaginative writing questions (Questions 6 and 7).

Most students were able to write coherently and relevantly on the topic, demonstrating an appropriate depth of knowledge and the ability to express it. Some students were able to use the correct written expression for an imaginative piece of writing.

In response to the evaluative tasks successful students gave a balanced discussion by considering both sides of an issue. Good responses presented supporting evidence and/or examples. In the imaginative tasks, students needed to consider a specific topic and how to sequence their ideas. In general, appropriate paragraph structure was used, and the introduction, body and conclusion were well structured and logically and sequentially ordered.

Standard conventions of grammar were required, including the use of prefixes and suffixes. There were isolated instances where students could not differentiate between the ‘*di-*’ prefix and the ‘*me-*’ prefix, and the ‘*-kan*’ suffix or the ‘*-i*’ suffix. Some errors occurred when adding the suffix ‘*-kan*’ to a base word that ended with ‘*-k*’.

Generally, students were able to demonstrate a range of vocabulary that was relevant to the topic. However, some students’ writing styles lacked detail, incorporated very simple vocabulary and used base forms for many verbs. Too much repetition of vocabulary, grammatical forms and sentence structures was evidence of poor expression. Students needed to avoid using inappropriate vocabulary such as informal language.

Question 3

Students could have included some of the points from the following list.

Keuntungan keluarga besar:

- *Saling membantu*
- *Penerus keluarga makin besar/berkembang*
- *Banyak rejeki*
- *Rasa kekeluargaan makin kuat*
- *Peluang karir jauh lebih luas*

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Keburukan keluarga besar:

- *biaya untuk mengurus rumah tangga besar/membesarkan anak*
- *perhatian orang tua terbatas*
- *pendidikan*
- *waktu untuk keluarga lebih banyak*
- *tuntutan tugas rumah tangga lebih banyak*

Question 4

Students could have included some of the points from the following list.

Kebaikan:

- *membantu devisa negara/meningkatkan masukan negara*
- *membuka peluang pekerjaan*
- *menonjolkan/menghargai produk/karya dalam negeri*
- *mudah didapat*
- *harga terjangkau*

Keburukan:

- *kualitas dan gaya kalah bersaing dengan produk luar negeri*
- *variasi dan jenis pakaian terbatas hanya dua musim*
- *citra produk dalam negeri masih kurang diminati*

Question 5

Students could have included some of the points from the following list.

Kelebihan:

- *memperkokoh rasa nasionalisme*
- *mempromosikan ragam budaya kepada wisatawan manca negara*
- *menyatukan berbagai macam budaya yang berbeda*

Kekurangan:

- *melunturkan budaya daerah*
- *menghilangkan identitas dan aspek-aspek budaya*
- *mempermiskinkan budaya leluhur*

Question 6

Students could have included some of the following.

- *gaya tulisan harus mencerminkan cerita yang berimajinatif dan menggunakan pengulangan kata, kata-kata indah dan frasa-frasa yang menggugah perasaan pembaca*

Question 7

Students could have included some of the following points.

- *manusia berkepala dua, bertangan satu, bermata hijau*
- *harus menunjukkan rasa aneh, terpesona, kagum, kaget dan takut.*