



2008 LOTE: Indonesian First Language GA 3: Examination

Oral component

GENERAL COMMENTS

Generally students were well prepared for the oral examination. They performed competently in the Presentation and Discussion and were able to introduce their topics without difficulty. However, some students' lack of preparation showed in their performance. Fluency, pronunciation and accuracy of linguistic elements were generally of a good standard, but very few students used advanced vocabulary with specific meanings. Some students came to the examination unprepared and presented a topic based on current affairs in Indonesia without further study in the Language and Culture through Literature and Arts sub-topic. It is important that all students understand the purpose of the examination and perform to the best of their ability.

SPECIFIC INFORMATION

Section 1 – Presentation

Generally students presented the necessary information effectively within the time limits given – no more than one minute for the introduction plus a four-minute presentation. Some students presented in less than the specified time. There was clear evidence that students were aware of the requirements 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. The study design specifically refers to **short** speakers' notes, which should be in point form and on a small card no more than 20 cm × 12.5 cm (see the *VCE Indonesian First Language Study Design*, page 30).

Some students lacked breadth and depth in their information and were unable to elaborate on their presentation or provide any opinions or ideas; instead they simply presented their topic in an informative style. Some students did not show the capacity to relate to the audience during their presentation. Eye contact is very important and many students failed to maintain this. Although students' pronunciation was good, some students did not use intonation, stress and tempo effectively throughout the presentation. It was pleasing to see that few students used colloquialisms.

Students from the same school tended to discuss the same topics and sources and had similar ideas. It is important that all students vary their presentation and are able to give their own opinions.

Section 2 – Discussion

In the Discussion section this year there was substantial repetition of ideas, and some students were not able to refine their answers. Students should be able to demonstrate their findings and elaborate fluently on them. Some students relied too much on the assessors to ask questions and only provided short answers due to an apparent lack of confidence in elaborating. Several students failed to substantiate their answers with reference to their resources or responded to questions without putting much thought into their answers. It is important that students remember to state their resources correctly, including the author and type of material used. Students should be encouraged to practise debating to improve their ability to maintain and advance the exchange with assessors. Students must take a stance on an issue and also need to improve their ability to convince the assessors of the validity of their opinions on the chosen issue. Students should also expect the discussion to range beyond the immediate issue selected.

Following are some suggestions of good topics for the oral examination.

- *Apakah persahabatan dan percintaan itu membedakan kedudukan manusia yang kaya dan miskin?*
- *Bagaimana Kartini membuka jalan bagi perempuan Indonesia ditinjau dari perkembangan banyaknya penulis-perempuan dalam sastra Indonesia saat ini?*
- *Bagaimana perfilman Indonesia saat ini mencerminkan perkembangan nilai-nilai moral di masyarakat?*
- *Bagaimana perkembangan kesusasteraan Indonesia merupakan cerminan perjuangan bangsa Indonesia?*

Written component

GENERAL COMMENTS

The majority of the students were able to demonstrate their skills well in both the listening and writing sections of the examination. However, few students achieved an excellent result. The main problems concerned the relevance of



students' writing to the set task and, in the listening section, some students wrote all the information from the conversation and were not able to select the correct answer.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Question 1

Karena mengutamakan kesenangan dan kemewahan.

Question 2

- *berfoya-foya*
- *makan enak*
- *tidur nyenyak*
- *berpakaian serba mewah*
- *bermobil dengan model terbaru dan termahal*
- *bedah plastik*
- *salon*

Question 3

Oleh karena Indonesia sedang mengalami krisis ekonomi akan tetapi mal-mal dan pusat perbelanjaan masih padat dikunjungi serta kafe-kafe dan diskotek tidak pernah lengang.

Question 4

Beliau menghimbau agar seluruh masyarakat ikut menyelamatkan generasi muda dari pengaruh negatif globalisasi dengan tidak menerapkan kebebasan tanpa batas atau mencari jalan pintas. Menciptakan masyarakat yang bermoral.

Question 5

Melalui arus globalisasi, misalnya media massa dan teknologi. Pengaruh dari luar negeri dan budaya asing.

Question 6

Ya, asalkan kita mampu menyiapkan generasi penerus melalui jalur pendidikan yang dikelola secara berencana, bertujuan jelas dan bertanggung jawab tanpa meninggalkan akhlak dan moral yang mulia. Serta sanggup mencermati kenyataan merebaknya arus hedonisme dengan pikiran dan hati yang jernih.

Question 7

Penangkal makin merebaknya hedonisme dengan memupuk rasa kecintaan pada budaya Indoneisa. Menyaring masuknya budaya asing sehingga hal-hal yang buruk dari budaya asing tersebut tidak merebak di kalangan masyarakat Indonesia. Menyeimbangi pendidikan umum dan pendidikan agama.

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

In general, the majority of students were able to complete this section well, demonstrating their ability to identify the main points of each question. However, students struggled when they had not identified the key words in the question and therefore did not know exactly what they were listening for during the reading of the text. 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 general understanding. Understanding the question is vitally important, as well as focusing on listening skills.

Criterion 2: capacity to convey information accurately and appropriately

In general, students answered in the appropriate format and style. They demonstrated logical sequences and there were few grammatical errors.

Section 2 – Reading and responding

Question 8

In this section, students were asked to write an evaluative essay about the existence of the Wayang culture in the heart of the young generation. The information should have been taken from the two articles provided.



A significant number of students experienced difficulty in identifying and synthesising relevant information from the texts. As a result, the sequence of extracted information was occasionally less than ideal and some additional information was included or repeated, often as an afterthought. Some students inappropriately gave information that was resourced from outside the texts given. In general, a wide range of vocabulary and appropriate use of grammar were clearly evident.

Criterion 1: capacity to identify and synthesise relevant information and ideas from the texts

In order to gain full marks for this section, students needed to identify at least 10 points from the following lists.

Pendekatan

- *mewujudkan wayang pixel*
- *penggunaan judul dalam bahasa Inggris*
- *lebih singkat, atraktif dan komunikatif*
- *iringan musik pop*
- *bentuk tidak ekstrim*
- *jalan cerita atraktif dan kontekstual dengan kondisi jamannya*
- *dipentaskan di mal-mal*

Kendala

- *gandrung dengan gaya funky*
- *wayang-seram*
- *harus hati-hati*
- *pakem-pakem ketat*
- *sulit diterima oleh masyarakat bila disajikan dalam format tradisional*
- *tidak dapat mengerti cerita wayang.*

Criterion 2: appropriateness of structure and sequence

Generally, paragraphing was used successfully to present information clearly and logically. Occasionally, however, paragraphing was inappropriate, and in rare cases it was very poor. 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. Responses should have been in an evaluative style of language and both sides of the argument needed to be considered.

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

Students should have demonstrated a register and 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 five questions; there were three evaluative (Questions 9, 10 and 13) and two imaginative (Questions 11 and 12) topics to choose from. The imaginative questions were equally popular, while Question 9 was the most popular evaluative topic.

Criterion 1: relevance, breadth and depth of content

The majority of students were able to write coherently and relevantly on the topics. Most students demonstrated an appropriate depth of knowledge and the ability to express knowledge well. Most students who answered Question 13 referred to the positive points rather than the negative. Students rarely seriously diverged from their topic to the point of irrelevance, and this should be avoided by future students. Students who chose the imaginative question generally developed their topic well.

For Question 9, students needed to include of the majority of the points from the following lists to gain full marks in Criterion 1.

Keuntungan

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- *menurunkan kadar polusi*
- *udara menjadi lebih bersih*
- *pernafasan lebih lega*
- *lingkungan lebih bersih*
- *aman dan nyaman*
- *penghematan bahan bakar*
- *penghematan listrik*

Kerugian

- *kesibukan bisnis berkurang*
- *tingkat kemacetan di jalan-jalam tembusan meningkat*
- *pusat-pusat perdagangan sepi*
- *sarana transportasi umum berkurang*
- *penurunan produksi*
- *mempengaruhi pendapatan perkapita*

For Question 10, students needed to include the majority of the points from the following lists to gain full marks for Criterion 1.

Kelebihan

- *melestarikan budaya*
- *meningkatkan rasa nasionalisme*
- *menghargai karya cipta musisi terdahulu*
- *keunikan suara yang dihasilkan*

Kerugian/keburukan

- *hilangnya budaya musik tradisional*
- *banyaknya lagu-lagu asing yang dikumandangkan di udara*
- *mematikan karya-karya musisi Indonesia/nasional*

For Question 13, students needed to include the majority of the points from the following lists to gain full marks for Criterion 1.

Manfaat

- *badan sehat, pikiran sehat*
- *tidak mudah terserang penyakit*
- *berpikiran positif*
- *bersosialisasi*

Kerugian

- *mengakibatkan kecanduan*
- *membuang-buang waktu*
- *mahal atau membuang banyak uang*
- *terobsesi*
- *merusak kesehatan*
- *berdampak negatif akan kehidupan berkeluarga*

Criterion 2: appropriateness of structure and sequence

In the evaluative topics, students were expected to demonstrate a degree of balanced discussion by considering the positive and negative aspects 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, suitable paragraphing was used, and the introduction, body and conclusion were well structured and logically and sequentially ordered.

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 the 'di-' prefix and the 'me-' prefix, and also the '-kan' suffix or the '-i' suffix. Some mistakes occurred when adding the suffix '-kan' to a base word that ended with '-k'.

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Criterion 4: range and appropriateness of vocabulary and grammar

Generally, students did very well in this area and were able to demonstrate a range of vocabulary that was relevant to the topic. Some students' writing style was relatively simple, lacked detail, incorporated very simple vocabulary and used base words for many of the verbs. Repetition of vocabulary, grammatical forms and sentence structures were at times evidence of poor expression. Inappropriate vocabulary, for instance the use of Malay terms, should have been avoided.