



2007

LOTE: Indonesian First Language GA 3: Examination

Oral Component

GENERAL COMMENTS

Generally students were well prepared for the oral examination. They performed well in the Presentation and Discussion and introduced their topics well. 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. Although the majority of students had studied a sub-topic based on Language and Culture through Literature and Arts, some students presented a topic based on current affairs and there were no references to written, visual or audio resources. It is important that students understand the purpose of the examination and perform to the best of their ability.

SPECIFIC INFORMATION

Section 1 – Presentation

The topics chosen for the Presentation were varied and interesting.

Many students effectively presented the necessary information within the time limits given, although a few presented in less than the specified time. There was clear evidence that students were aware of the requirements of the Presentation 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 **brief** speakers' notes, which should be in point form and on a small card no more than 20 cm × 12.5 cm (see the *Indonesian First Language VCE Study Design*, page 30).

Some of the students did not show a capacity to relate to the audience during the Presentation. Eye contact is very important, and many students failed to maintain this. Although students' pronunciation was generally good, some students did not use stress and intonation effectively, instead using a flat intonation throughout the Presentation. It was pleasing to see that very few students used colloquialisms.

Several students lacked breadth and depth in their information and others did not adopt a clear stance or provide any opinions or ideas, instead simply presenting their topic in an informative style. In general, the Presentation needs to be much more persuasive. Furthermore, there is a need to support the Presentation by elaborating on the information with reasons, examples and evidence. Students need to comment on their material and relate it to their chosen issue, because sometimes the issues and their information were not related at all.

Section 2 – Discussion

Students' spoken language was generally better than in previous years; however, there was substantial repetition of ideas and some students were not able to refine their answers. 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. Some students failed to substantiate their answers with references 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, publisher 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 also need to improve their ability to convince the assessors of the validity of their opinions on the chosen issue. Students should expect the discussion to range beyond the immediate issue selected.

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

- *Mengapa cerita Gadis Pantai merupakan cerminan masyarakat yang lemah dan tertindas?*
- *Bagaimana pengaruh budaya Barat merasuki kesastraan Indonesia dan perfilman?*
- *Penggunaan bahasa Inggris yang salah kaprah dalam cerita pendek modern menyesatkan pengertian masyarakat!*
- *Apakah film- film remaja Indonesia saat ini merupakan cerminan generasi muda kita?*
- *Karya-karya sastra Angkatan Balai Pustaka merupakan cerminan perjuangan bangsa Indonesia melawan penjajahan.*



Written Component

GENERAL COMMENTS

The majority of students did well across all sections of the written examination paper; they demonstrated good listening skills and the ability to synthesise information in the reading section. The main problems concerned the relevance of students' writing to the set task and, in the listening section, writing all the information from the conversation instead of focusing on the correct answer.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Text 1

Question 1

Fokus wawancara ini mengenai keberadaan dan kondisi perfilman Indonesia.

Question 2

- Munculnya bibit baru pembuat film.
- Tema-tema film yang berkiblat pada masalah remaja-cinta dan hantu atau horor.
- Tingginya produksi film yang laku di pasaran.

Question 3

Sudah, dalam arti bahwa film yang masuk kepasaran ternyata disambut baik oleh masyarakat terutama mereka yang sudah lama tidak pergi ke bioskop.

Question 4

Karena dunia film itu adalah dunia bisnis, serta mengingat biaya film yang tinggi tidak sesuai dengan hasil yang didapat. Juga para sineas muda harus tetap aktif berkreasi.

Question 5

Pemberian piala Citra dan membuat kriteria penilaian dalam karya sinematografi yang baik, dan membimbing para sineas muda dengan transparansi yang nyata tentang bagaimana film dinilai.

Question 6

- Penggemar film terbatas pada penonton berusia 15-35 tahun
- Banyaknya DVD bajakan
- Produser masih dalam tahap belajar
- Biaya pembuatan film yang tinggi

Question 7

Untuk memajukan perfilman perlu mempertimbangkan faktor penonton dan kompetisi mutu. Insan film perlu berembuk dan mengikut sertakan pemerintah agar film Indonesia dapat menjadi tuan rumah di negeri sendiri.

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 the questions usually arose when students 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 report about the prospect of free education in Indonesia. 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 responses 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 grammar were clearly evident.

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

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

Kemungkinan

- *sekolah gratis*
- *meringankan beban orang tua*
- *pendidikan untuk semua lapisan masyarakat*
- *sekolah mempunyai perpustakaan yang lengkap*
- *cita-cita Ki Hajar Dewantoro tercapai*
- *UU tentang program pendidikan sembilan tahun terlaksana*

Kesulitan

- *pendanaan tidak boleh terputus karena akan sia-sia*
- *pemerintah harus cermat dan realistis*
- *pengawasan yang ketat dalam distribusi dan pelaksanaan*
- *ketidak mampuan pemerintah menggratiskan pendidikan ke seluruh Indonesia*
- *orang tua masih harus mengeluarkan biaya penyimpangan dana*

Criterion 2: appropriateness of structure and sequence

Generally, paragraphing was used successfully to present information clearly and logically. Occasionally, however, paragraphing was not appropriately used, and in rare cases it was very poorly used, if 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. Responses should have been in an evaluative style of writing 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 an evaluative report. Colloquial vocabulary was not appropriate for the task, nor were 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 (Question 11 and 12) topics to choose from. Questions 9 and 11 were the most popular topics.

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 this knowledge well. Students rarely seriously diverged from their topic to the point of irrelevance, but this should be kept in mind by future students. Students should be specific in their answers. Students who chose Question 11 generally developed their topic well.

For Question 9, 10 and 13, students needed to include the majority of the points from the following lists to gain full marks in criterion 1.

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Question 9

Baiknya membuka lahan dengan cara tradisional

- tidak memerlukan biaya besar
- hanya dilakukan secara lokal
- melestarikan tradisi
- pemerintah hanya memonitor
- mudah dan sederhana dilakukan
- tidak memerlukan alat bantu seperti traktor

Buruknya

- membahayakan habitat hutan sekitar
- bila terjadi kebakaran yang besar tidak ada sistem penanggulangannya
- perlunya pengarahannya kembali petani lokal akan pentingnya pelestarian alam
- pemerintah harus turun tangan untuk pengarahannya dari pada hanya memonitor
- pemerintah kurang mengarahkan reboisasi
- petani tidak mengetahui cara lain untuk membuka lahan.
- biaya yang tinggi bagi pemerintah

Question 10

Kebaikan

- memperkaya bahasa Indonesia
- menjembatani perkembangan Indonesia dengan globalisasi
- memperkaya budaya
- memudahkan komunikasi dengan dunia luar

Keburukan

- menurunnya apresiasi masyarakat akan bahasa nasional
- hilangnya rasa bangga akan budaya nasional
- menurunnya rasa nasionalisme
- hilangnya identitas kebangsaan

Question 13

Keuntungan mengembangkan industri pedesaan

- membuka lowongan pekerjaan untuk masyarakat desa
- memajukan perekonomian desa
- mengurangi ketergantungan akan perekonomian pusat
- memandirikan masyarakat desa
- memperindah lingkungan desa
- mengurangi perpindahan penduduk

Kerugian

- persiapan sarana yang kurang dari pemerintah daerah
- sulitnya mengubah anggapan masyarakat desa bahwa tempat mereka jauh lebih baik dari pada kota
- kemungkinan hilangnya pertanian rakyat dengan munculnya industri/pabrik
- polusi baik udara, air ataupun limbah-limbah pabrik meningkat
- hilangnya tradisi kehidupan desa
- meningkatnya masalah sosial seperti kriminalitas, kesenjangan sosial, pelacuran dsb

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 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. Appropriate paragraphing was generally used, and the introduction, body and conclusion were well structured and logically and sequentially ordered.

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Criterion 3: accuracy of vocabulary and grammar

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 also the '*-kan*' suffix or the '*-i*' suffix. Some mistakes occurred when 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. Some students' writing style was relatively simple, and 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.